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ABSTRACT

A handbook on the organizational structure and management practices of the Literacy Volunteers of America, Inc. (LVA), is presented. An outline of LVA's structure and policies is presented as basic training for leaders before they begin the planning and operational phases. The activity of starting an affiliate is described with respect to interim board recruitment and training, surveying the community, needs assessment, community resources and sponsors, subprograms, interagency relationships, and first-year goal setting. Initiating the program involves recruiting sponsors, recruiting key volunteers and tutors, the first workshop, and drawing up affiliate by-laws. Fund raising, communication activities, inservice training, accountability measures, and planning for the next year are covered. Requirements and qualities of leaders and managers and voluntarism in general are discussed. Appended materials include the following: bibliography, student-tutor flow charts, LVA organizational chart, excerpt on proposal writing, Maine brochure, and glossary. (SW)

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ORGANIZATIONAL

MANAGEMENT HANDBOOK

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By Connie Haendle

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ORGANIZATIONAL MANAGEMENT HANDBOOK

INTRODUCTION

Volunteers who are attracted to Literacy Volunteers of America (LVA) are almost always impressed with the high quality of tutor training available to them. They are made aware of the importance LVA puts on this training and the organization's insistence that all LVA tutors must successfully complete the workshop before being assigned to a student.

Less obvious, perhaps, is the importance which LVA gives to its organizational structure. Even the best trained tutor would eventually be lost without the support of a smoothly run organization. More to the point, the tutor would never have been recruited, trained, and assigned in the first place unless volunteers had performed the host of duties that make it all possible.

It is to these volunteers, who assume all of the duties, other than leading tutor training workshops and the tutoring itself, that this handbook is addressed. LVA's goal is to "foster and increase literacy" in the United States and Canada. The affiliate structure has been carefully devised through LVA's history to make it possible for this goal to be met.

Much public notice has been given to the Adult Performance Level (APL) survey which provided information released in 1975 by the U.S. Office of Education. The survey states that 1 out of 5 or some 23 million adult Americans are "functionally incompetent." LVA's challenge then is unquestionably enormous. You who serve as program leaders in new provisional affiliates, or established affiliates are assuming a share of that challenge. This handbook is offered as an aid to you with the best wishes and gratitude of the whole LVA organization.

ASSOCIATES - A SPECIAL INVITATION

LVA defines an associate as any agency or organization which has purchased an LVA tutor training workshop set for use in its own program, after first having been trained in its use by LVA. We cordially invite such colleagues in adult literacy work to join LVA's member affiliates in reading this handbook, since much of its content has application to your work too.

Our hope is that you are using volunteers in your tutorial programs and that you regard them as valuable partners in your work. If so, you will be concerned with ways to organize and support them, as well as to encourage them to continue their work. Most of the chapters in this handbook can be helpful to you.

You already have special advantages in the resources available to you through your own program. We believe this handbook can serve as a valuable addition to those resources currently of benefit to your program.

Chapter I - Commonality of Goals

Literacy Volunteers of America's purpose as stated in its by-laws is "to promote and foster increased literacy in the United States of America and Canada through teaching of and aid to the illiterate and semi-literate by all practical means..." It views its duties as the parent organization to perform the research needed to develop and produce the materials needed, to respond to requests for training by persons and groups in new areas of the country, to encourage expansion of LVA affiliates and associate member organization, to provide in-service training to representatives of all member organizations at the annual conference, to raise the necessary funds to support its program, to be the spokesman for LVA, wherever appropriate in the country, and to provide communication and coordination between the various organizational levels and member groups.

The purpose of an affiliate is the same with only a different geographic limitation. Its duties are obviously more specific. It must recruit and train tutors, recruit and assign students, supervise the entire tutorial operation, and raise the needed funds. The affiliate is really where the action is.

Affiliate leaders sometimes express the understandable viewpoint that LVA's national office doesn't understand the affiliate's problems, and has forgotten that the primary concern is the adult disadvantaged reader. You as affiliate leaders should know (and should reflect this knowledge in your affiliate) that LVA and affiliates do have a common goal.

The national board and staff at LVA keep the student foremost in their thinking and planning, and whenever there is a tendency to forget this, someone is sure to say "Wait a minute. Let's remember what we're trying to do." This scene has been repeated many times over in LVA national and

state offices. You may even need to use the same reminder at some point in your own program.

So we have a commonality of goals, but how do we achieve them? This is where structure plays such an important role. Most volunteers are turned off by organizational charts, job descriptions, flow-charts for program processes. Here's where you have a leadership obligation. Volunteers with all the motivation, concern, and interest in the world will fall flat on their faces unless their is an organizational structure that will direct their concern into a useful channel. LVA's affiliate structure lets them do the job. It really frees the tutor to do his thing, because you who are leaders are providing the channels for action. You are the key element in achieving our purpose.

The following chapter outlines LVA's structure and policies, and is presented here as basic training for leaders before you begin your planning and operational phases.

Chapter II - LVA Structure and Policies

A. Overview of LVA Structure

Literacy Volunteers of America, Inc. is a not-for-profit organization with headquarters in Syracuse, N.Y. Its policies are set, and its operation is directed by an elected all volunteer Board of Directors who represent many professions and segments of the community, and who bring a wide variety of talents to the organization.

The national staff which works to implement the board's policies and directives is headed by an executive director, who directly supervises the field staff, the research and development staff, the special projects staff, and the clerical and bookkeeping staff.

You, as affiliate leaders will probably not need to learn all the details of LVA's organizational structure. However, you should at least have a broad-outline view of how it works, especially as it directly relates to you. A chart representing the structure appears in the appendix with its implications for affiliates highlighted.

B. LVA Policies

The policies under which all LVA organizations, national, state, and local, operate are presented in the Policies and Procedures Handbook. This should be your working guide, to which you refer for almost any procedural question. We won't attempt to repeat those policies in this handbook, but its contents are reviewed later in this chapter on pages 4&5.

You as leaders have a very definite obligation to implement the policies of LVA, and those which have been set by your own affiliate.

First, know what the policies are. Consult Policies and Procedures and your own by-laws. Second, understand the reasons for them. This may require some questions directed to your state or national office. They

will be welcomed, and answers given. Third, and we think this is critical, understand that policies are not set in cement. They can be changed, and in LVA they have already been changed many times. The key thing for affiliate leaders to know is that there are channels open to them for effecting change. LVA is very much alive, with a flexible attitude that welcomes new ideas.

If you feel that a policy needs change or revision, first get consensus in your own affiliate. If you are totally alone in your view, you may want to reconsider. Second, contact your state coordinator or director, or if you have no state organization, contact the national office field staff directly.

Third, the annual meeting of members during LVA's annual conference provides all affiliates with a forum for directing requests or opinions to the total organization. Your opinions will be listened to and directed to the appropriate board committee for a decision. No one expects affiliate leaders to uphold policies that are unworkable or incorrect, but you <u>are</u> responsible to support them until change is effected.

C. LVA Tools

LVA provides several key tools to affiliate leaders which have been developed and refined during years of operation. You are urged to use them. Its easy to forget they exist and to struggle to develop your own resources. Much of what LVA has produced is based on the work done in local affiliates, and your continued input will always be asked for and welcomed. But don't ignore what is right at your elbow. Here are the chief aids for leaders:

1. Handbooks

·<u>Policies and Procedures Handbook</u>

This is for everyone with an affiliate organizational job.

It outlines LVA's structure at national, state, and local levels, delineates membership requirements, has sample by-laws, gives guidelines for participation in a variety of sub-programs, outlines reporting responsibilities, presents sample budgets and sample forms, and includes a directory of state, national, and local boards, staff, and chairmen. If you have any questions about what you should or shouldn't do according to LVA's policies, this is the source to investigate.

·Community Relations Handbook

This handbook is the chief tool for the affiliate's public relations chairman and committee. It should not be considered exclusively theirs, however. Relating the LV story to the total community should be of concern to every leader, and to every tutor as well. The handbook answers questions about community relations, internal communication, dealing with the media, publications, special events, a speakers bureau, and helps in fund raising and in volunteer recognition. Sample releases are given, as well as an outline of a year's plan in community relations. Much of the success of your program depends on how well you are known and received in your community, so use this guide carefully.

·Workshop Leaders Handbook

This is a handbook directed very specifically to those who train the tutors. Because it highlights the scope and importance of your workshop leaders' jobs, it should be required reading for chairmen, board members, recruiters, librarians, supervisors, and the public relations chairperson. The training is so central to the entire program that all those involved should

have an understanding of what is involved in presenting it.

·Organizational Management Handbook

This handbook is for all program leaders in LVA member organizations.

·LVA Bibliography

This annotated collection of books and materials for tutors, leaders, and students is updated periodically and is the particular tool of your affiliate librarian. Again, it should by no means be consulted only by that one person. Leaders will find resource material listed which could help them, and of course tutors should be encouraged to use it regularly throughout all of their tutoring experience. Again, your discoveries of books and materials that are useful should be reported to state and national offices. LVA has always thrived on shared discoveries and wants to keep it that way.

2. Textbooks

These books are required materials for every tutor, and you who are leaders will certainly want to be familiar with them. Since most of you are also tutors, this will naturally follow.

·TUTOR, by Ruth J. Colvin is considered the textbook of LVA's basic reading workshop, and a working reference for tutors as they work with their students.

·READ, by Colvin and Root, is LVA's diagnostic testing instrument, and is included in the basic reading workshop.

·I Speak English by Colvin, is the textbook and tutor's reference book for the English as a Second Language tutor training workshop.

3. Newsletter

·The Affiliate, LVA's newsletter

This publication reports on and interprets the LVA program to its member organizations, and also to a long list of interested persons, agencies, and organizations throughout the country. It's a matter of considerable pride to most affiliate leaders to note LVA's successes and progress, and you are urged to share this publication with your members. A small supply is sent to each affiliate, and on request additional copies may be received. Some leaders distribute them at workshops, as a simple but effective way of letting new trainees see that they are a part of a much larger effort.

·LVA Exchange

This is an informal publication which is designed specifically for LVA's member organizations. Its aim is to help tutors and affiliate leaders to keep current by supplying them with new ideas, techniques, and materials discovered by the national office, or contributed by state and local members. Your own input is not only welcome, but eagerly sought. The theme of this publication is practical help for practical people, and LVA's volunteers certainly qualify.

4. Student Materials

READ ON!, by Jane Root

This series of 10 books, 10 workshops, and a Teachers' Guide help you lead a non-reader through adult-interest material into an understanding of basic reading principles. The author presents attention getting fiction and fact which the student and tutor read together, with the student providing all known words. It is

a thorough, sequential program with a diagnostic/prescriptive base, clearly adult oriented.

5. In-service Training

In addition to the materials mentioned above, in-service training opportunities are extremely valuable tools. If your affiliate is part of a state organization, watch for notices of training scheduled, and take advantage of such offerings. Some will be for workshop leaders, some for organizational leaders, and some will be planned for tutors. State coordinators and directors feel a strong obligation to provide these sessions and will welcome your requests for specific content areas.

LVA's in-service training is given annually at the 2-day conference attended by delegates from all member organizations. The sessions offer helps for everyone involved in LVA, including board members, tutors, and all organizational leaders. One of your responsibilities is to encourage attendance and to see that different people have the opportunity to attend. LVA has received many, many comments from affiliates testifying to the value received in their program by sending delegates to conference. The shot in the arm it provides comes as much from the contacts and conversations with other volunteers as it does from the formal sessions.

The message to you concerning all the tools offered, whether in books and newsletters or in-service sessions, is <u>use</u> <u>them</u>. You have a tough job to perform, so reach out for the help offered to you.

Chapter III - Starting an Affiliate

A. Evaluation

It may seem unusual to put a section on evaluation at the beginning of this handbook. Everyone knows that evaluation is a process we engage in at the end of a project. Or is it? The Columbus Ohio Public Schools published a Guidebook to A Volunteer Services System, which suggests that evaluation is an ongoing process designed to answer these four questions:

1. What should we do?
2. How should we proceed?
3. How are we doing?
4. How did we do? (11:15)*

The guidebook identifies four phases of evaluation activity, which we believe can be very effectively applied to the work of an LVA affiliate or associate member. We present it here as a preamble to the detailed helps which follow in succeeding chapters.

The first phase should answer the question "What should we do?" (context evaluation) (11:15). If you are involved in starting a new affiliate, this is the critical first stage. In this you are making key discoveries about your community, its needs, population, available resources, student potential, volunteer sources, attitudes toward volunteers, and other agencies serving the target population. You will really be making a needs assessment. What you discover will form the basis for your first year plan of action.

The second evaluation phase should answer the question "How should we proceed?" (input evaluation) (11:17). By this time you are ready to set your immediate goals, to decide on where your program emphasis should be. Your community survey has given you the data, and now you must

*Numbers is parenthesis refer to the number and page of publications listed on page 87 .

evaluate it and apply it to program. As part of this phase, your recruitment cycles will begin to provide the tutors, leaders, and students needed for the operational phase, and the first tutor training workshop will be planned and presented. Your plans for fund raising are also a part of this phase.

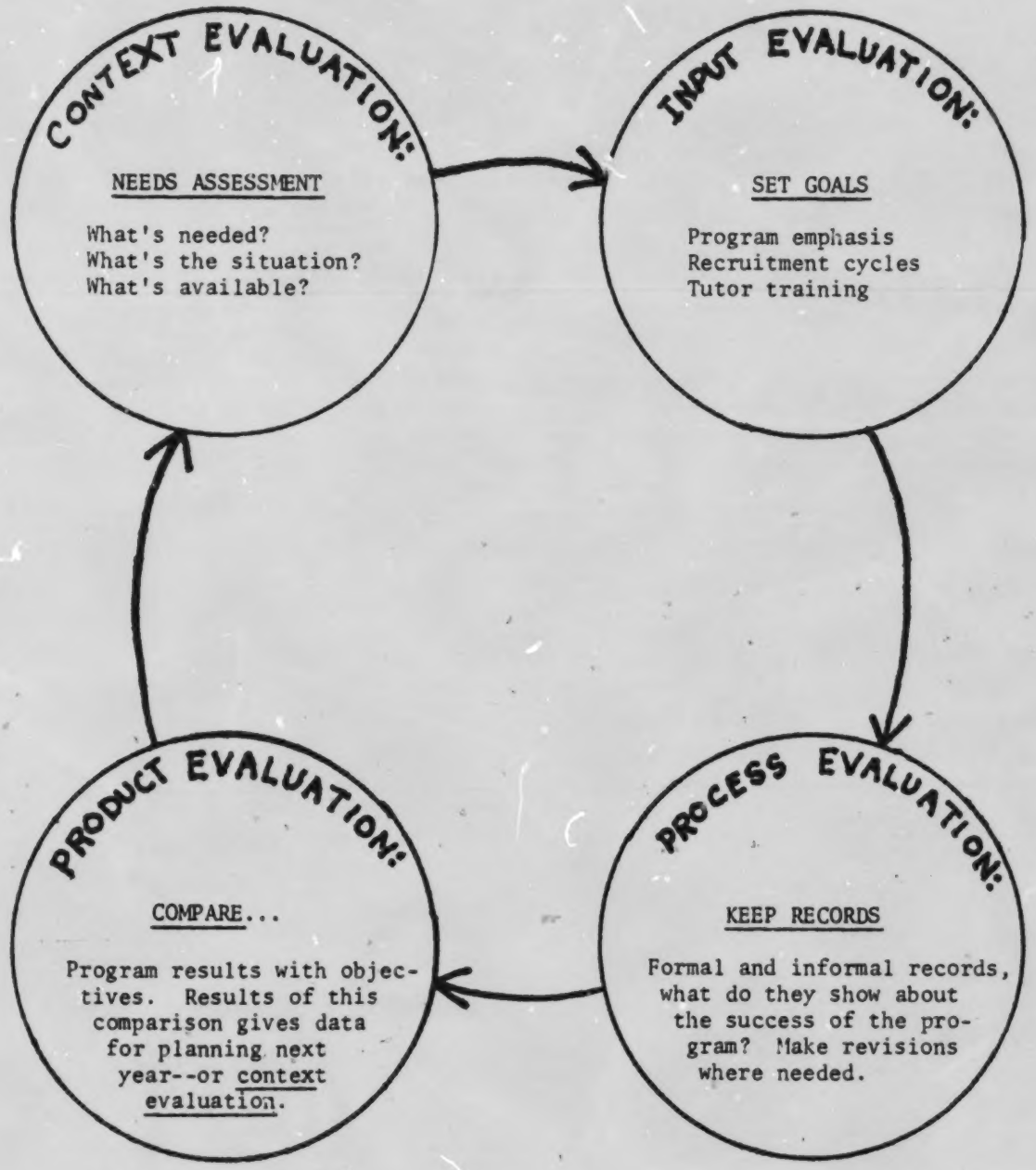
The third evaluation phase should answer the question "How are we doing?" (process evaluation) (11:18). For many leaders, this is an unwelcome duty, because it requires monitoring, or supervising. It is necessary just the same; and if ignored, mistakes which are being made will be continued and reinforced. The chief tool of process evaluation is record keeping. In LVA, records include reports from workshop leaders, both written and informal, feedback from in-service sessions, reports from cooperating agencies (e.g., Adult Basic Education director or classroom teachers), statistical reports from tutors and supervisors, and informal comments from tutors and students. All need to be regularly evaluated, and revisions in policy or operation instituted right away, if they are needed.

The fourth and final evaluation phase should answer the question "How did we do?" (product evaluation) (11:20) and this fits the more conventional view of what is generally meant by evaluation of a program. The key here is to compare results of the year's effort with the goals or objectives set at the beginning. If you find that you didn't follow your own plan at all, but still had some success in achieving the goals, then your plan needs overhauling to bring it in line with reality. If objectives were not met, in some cases, then the means of achieving them should be changed, or perhaps you need to see that the objective itself was unrealistic in your community. Use what you learn from this phase to form the base for next year's plan. "The real work of product evaluation

is that it not only provides information for answering, 'How did we do?', but it also becomes in a sense, context evaluation information as a new cycle of program renewal begins." (11:20)

Many of you who are affiliate leaders will zero in on the information in this handbook which relates specifically to your own job, and that's certainly important. We hope that you will also see your part in the total, 4-phase evaluation process outlined here. Otherwise, you'll be working with blinders on, and in this program we need all the clear-eyed vision we can get.

The Evaluation Cycle



A hypothetical affiliate uses the evaluation cycle in its program year:

Affiliate X

Context evaluation: Industrial mill town; high drop-out rate from schools; large blue-collar population; small Adult Basic Education (ABE) center, willing to use volunteer tutors; interest in Vietnamese refugees, plus some hostility toward them expressed by other foreign-born communities; community college with a "community-involvement" attitude.

Input evaluation: Emphasis on teen-in-school and teen-dropouts and on work with ABE center; recruit tutors from blue-collar population, working through 3 recruiters at the largest mill and from the college; start a small English Second Language (ESL) program, recruiting students from both Vietnamese and other foreign-speaking groups.

Process evaluation: Reports show recruitment and retention of teen drop-outs not successful; tutoring at ABE center going well, more tutors requested. ESL program started later than hoped but received good p.r., and well received in community. Tutor reports not coming in on schedule; supervisor's system revised to help this problem.

Product evaluation: Met the goal of reaching 30 new students, but kept only 20 of last year's total of 50. Tutor reporting still incomplete. Supervisory system needs more revision, and supervisors need better training. ESL and ABE programs look promising. Data for context evaluation for next year: Try again for school drop-outs, using in-school LV students as recruiters; schedule 2 basic reading and 1 ESL workshops; hold training session for supervisors; recruit board member from community college faculty.

B. The Interim Board

If you are a leader of a just-starting affiliate, you have some immediate people needs. In addition to the two or three people who are working with you, you will need to recruit members of an interim board. If that term conjures up visions of walnut-panelled board rooms, when you are actually working at your dining room table, then you need to define for yourself what a board is and what it should do.

You are probably a practical person, anxious to get your local program operating, and your first concern may be to get the direct service volunteers you need. This is important, but at the same time you need volunteers willing to assume the other critical support duties: policy making, financing, and overall responsibility for program continuance. The direct service volunteers we mentioned will probably be a major part of your board at first, and should continue to be represented on the board. These people know how the program really works, and what it needs, because they are actually doing it. But it is in part because of this complete involvement in the operating program that they need the help of others. They - and you - need volunteer board members who bring special skills of administration to the program, who represent different segments of the community and who can take an objective view of the operational program.

A board is the responsible body of an organization. Its existence doesn't insure immortality, but it does provide a good measure of stability and continuity. Just going through the process of building a board and of selecting areas of interest and expertise to be represented, will give you a real start on goal setting and program planning.

1. Recruiting the Board

Recruiting board members is a delicate business. Take your time, and plan your moves carefully. These will be key people for you, and they will be representing your affiliate to the community.

The important thing to consider in building a board is balance. You need representation from program people (workshop leaders, recruiters, public relations people, tutors, etc.), community resource people (librarians, adult basic education teachers and administrators, community college staffers), all ages, retired people, professional people with special skills (lawyers, bankers, accountants), people from different economic levels, and representatives of the client group - the students. This last mentioned group may be very difficult to enlist at first, but it is important to try to involve them just as soon as possible.

Try to line up the entire slate before you begin to recruit. Ideally, have more than one candidate in mind for most of the slots to be filled, since you'll have to expect some refusals. A sample slate for a board for a new affiliate in a small city might look like this: affiliate program chairman, business man or woman, teacher from local adult basic education program, college student, LV student, administrator of the local community action program, a local minister or priest and a representative from your sponsoring organization. Many other persons might be suggested, depending on the particular emphasis your program plans (e.g. if you hope to send tutors into the local correctional facility, then you will certainly try to

enlist some one from their administrative staff to serve on your board.)

The recruitment process itself requires preparation. Know your program, have a plan, even if general, for the first year, and have a reason for asking the candidate. Arrange for a personal interview. Letters to prospects are easy to ignore, and even phone calls are not as effective as personal meetings. Be prepared to leave written materials with the prospect. Use LVA's own brochures and general program summaries, since it is unlikely that you will have such public relations materials at the beginning. You also should leave an informal data sheet outlining the local need for the service, your training to date, and your first year goals. The role you hope the candidate will fill should be clearly stated. People like to serve on a board for a reason and with a clear assignment in mind. In planning the interview be sure to allow time for questions throughout the meeting. Then give the candidate time to think it over. A good prospect will appreciate the assumption that its a decision worth more than a snap judgment. If possible, leave an invitation to visit a workshop or to observe a tutoring session. Seeing your program in action could be just the needed extra to convince your candidate to accept.

When you are past interim board status, and have a nominating committee of the board recruiting annually for board replacements, the information given to prospects will be more sophisticated. One set of suggestions for a "Nominating Committee Briefing Kit" includes:

·Statement or publication that contains the organization's purpose, program, immediate and long range goals.

·Fact Sheet on the organization (1 or 2 pages only)

·Annual or biannual report

·Bulletins or brochures of current interest

·Official publications

·List of current officers, board of directors, and nominating committee members

·List of current committees and staff

·List of positions to be filled, with attachment on eligibility requirements

·Description of positions to be filled

·Schedule of meetings and special events (7:100)

An affiliate board's nominating committee would of course adapt this kit to fit its own situation.

In recruiting for your board, and for program people too, remember that in volunteer programs today it's no longer an "us" and "them" thing, where an elite social group bands together to help the less fortunate. Rather it's "all of us in this together," and that should be your message. It benefits the volunteer to help someone, because both the giver and receiver of the service are members of the same community.

2. Training the Board

Once the board has been recruited, it must be trained. LVA's insistance on the value of training carries over into every facet of the organization, and certainly the board, with its major responsibilities, should not be neglected in this.

Board training is first and foremost an orientation to the total program. Plan a meeting as soon as possible, after selection of the interim board, or annually, after election of

new members to the permanent board. This meeting should be primarily one of information for the members. Business may have to be postponed, but giving the board the necessary background for performing its duties may be the most important business you ever transact. Invite state staff to join you for this meeting. They can be valuable resource people for the new board members. They have worked with other affiliate boards and can add to your training.

An outline for the session might include:

- LVA's purpose, and how it relates to the affiliate's purpose
- LVA's organization structure. Using the chart on page 91 help members see how LVA is organized at national, state and local levels, and where the affiliate fits into the overall picture.
- The results of the need's assessment in your community, and what the affiliate proposes to do to address those needs. This will include your objectives for the year - where will you tutor, how many students will you try to reach, etc.
- The board's structure and duties. Committee assignments should have been made prior to this meeting and should be presented to the entire board. It's important that each member knows who is doing what.

More informal training in an established board is given by those rotating off the board. Don't lose the valuable experience of the member who has completed a term. Encourage him to meet with his successor for a thorough briefing on the job as he has seen it. The new member will do it his own way, of course, but its short-sighted to think every new member must start from ground zero with no input from past experience.

Provide new members with a kit of materials. Even if you gave some materials to members during your initial interview, don't assume they still have them. Suggested items for the kit

include: your affiliate by-laws, Policies and Procedures, annual report, directory of board members, local public relations brochures and handouts.

3. Duties of the Board

The duties of the board are outlined in the article on officers and committees found in the model affiliate by-laws, Policies and Procedures Handbook, pp. 40-45. Review them carefully. You will want to add to these duties to suit your program needs, and its possible you may eliminate one or two. Those suggested represent a minimal list, however, and it would be precarious to do much trimming.

The overall responsibility of the board, as we've mentioned before, is that of policy making, acting within the limits of the overall policies of LVA, Inc. It should develop a clear line of communication with the staff in the state LV office. If there is no state organization, the communication will be between LVA's Field Staff and the affiliate board. The board is the on-going, concerned group that insures the continuance of your operational program.

C. Surveying the Community

There is a "which comes first, the chicken or the egg?" problem between performing your community survey and recruiting your board. You will probably have to do a large measure of the work prior to recruiting the board, since you need the data in order to enlist board aid. However, as soon as some board help is found, these new members should assist you in further surveying your community and its needs. In other words, parts of the process will have to be concurrent.

1. Needs Assessment

What you will really be doing is a needs assessment, and again, don't let terminology scare you. You'll simply be determining:

- Who needs LV's help in your town? Will they utilize the service?
- Where are they? How will we reach them?
- What help is already available to them?
- What resources are available:
  a. To serve other needs of the students (health, legal, economic)?
  b. To aid in promoting an LV program?
  c. To help you identify and recruit students?
- What are the best sources of tutors?
- What is the power structure in the community? Is is political? Is it found in the leading business or industry? Who wields the greatest influence?

You may think of other questions, of course, but these are key factors to determine. You may feel that you already know there is a need for an LVA program, because you personally know of several potential students. That's fine, and probably this is your own motivation for deciding to volunteer. But it's not enough to take to potential board members, funding sources, or even to help in recruiting your first group of tutors. You must demonstrate, using facts and figures, that there are adults and teenagers in your community who are seriously inadequate readers and that there is insufficient help available to them.

In assessing needs, these are the key sources to consult:

a. The census.

Copies of the 1970 Census of Population, General Social and Economic Characteristics are available from the U.S. Bureau of the Census, but you will probably find it more

convenient to use the library copy for your research.

Data is given by state and county, for places and areas of 50,000 or more, for places of 10,000 to 50,000, and for places of 2,500 to 10,000. Locate your community, if it is included in one of these categories.

Look first at the tables of educational characteristics. For the smaller communities, the tables may be called social and labor force characteristics. You will find figures on years of school completed for the over-25 year olds in your community. These figures can be very useful to you, even though they don't give the complete picture of the possible functional illiteracy rate in the area.

While you have the census in hand, jot down other information about your community's population. Its good for you to have a clear picture of the ethnic make-up, of the number for whom English is a second language, of such economic characteristics as income levels and employment status. You can't know too much about your community.

In addition use local sources for more detailed data and current figures.

Consult the town clerk, county clerk, city hall's bureau of records, and get all the relevant data you can concerning the total adult population, in-school teenagers, number having completed high school, 8th grade, 5th grade, and of course any direct figures on the literacy rate.

b. The local school system. Your approach to the school system is important. Your role should never be that of a critic, but rather that of someone whose concern has promoted the

inquiry, and who has constructive help to offer, if the school system wishes to accept it. Ask for information on their drop-out rate and on their reading program for junior and senior high school students.

c. The local public library. Reading is its business and the professional library staff has a real stake in literacy. Librarians' awareness of this fact is greater than ever, so you can count on them to be your allies, and a steady resource for both materials and all kinds of community information. In fact, they can help you with your first question about census data. We'll discuss the potential of libraries further in the next section on sponsors.

d. The local adult education program, if there is one. Don't assume there isn't one just because you haven't heard of it! The Connecticut State Department of Education once referred to its adult education program as "The Silent Program," because it was so little known to the general public. This is particulariy true of adult basic education programs, which are the ones who serve LVA's kind of student, the really basic reader or total illiterate. The public school system should be able to tell you if there is such a program. Find out where it is, when classes are held, if they have a drop-in center, whom they serve (ages, number enrolled, etc.), and whether they are a part of your state's Adult Basic Education (ABE) system. LVA has always maintained a good working relationship with ABE, and you will find it valuable to continue this. You are no threat to them, because your role will complement theirs. You can serve

the students who will not or cannot attend ABE classes, or you may give enrolled ABE students supplemental help, so it's important that you know all you can about the program as it operates in your town or city. The ABE staff can add to your collection of statistical data about adult illiteracy, also.

e. The local Voluntary Action Center (VAC), or coordinating organization for volunteer groups. This may not exist in your community, but if it does, be sure to visit it. You can learn what outlets are available for volunteers who express interest in working in schools, or in tutoring, which will tell you what other programs exist. It may also help identify volunteers who would like to tutor, but who want training. Prime prospects for your recruiters! VAC also may offer a variety of training programs which might be useful to you as in-service help to your volunteers. Register your organization with the volunteer center concerning your volunteers needs, dates of training sessions, requirements for volunteer tutors, etc. and then keep the information current.

f. Community action and community service agencies vary from place to place, but they are almost always important sources of information. They can tell you of potential students whom they have identified while serving them in the agencies' own fields(health, legal, welfare, and housing agencies.)

g. A leading industry. You may not feel you can go to every industry or business in town, but it is valuable to talk with the personnel directors of one or two of the area's largest

ones. If they have observed the problem of functional illiteracy in a number of job applicants, their testimony to this fact gives backing to your statement of need for the program. Many communities have a personnel directors' council of some sort, as a part of the Chamber of Commerce. This is a good forum and resource to seek out. The National Alliance of Businessmen is an additional source.

2. Resources

There are potential resources you may want to identify at the same time as you are assessing needs. Of those names thus far, certainly VAC, libraries, schools, and adult education programs can serve as resources for you. Consider each of these, as they function in your community:

- Labor unions
- Service clubs
- Church organizations
- Civic improvement groups
- Community action programs

Resource organizations can provide you with additional training and materials for your tutors; program leaders and board members; data on your community, such as population trends, services offered in such areas as health, legal aid, housing, employment, counseling, and education; information on funding sources through local or county government as well as through the private sector; and perhaps of greatest value, aids in recruiting both students and tutors.

3. Sponsorship

Once you have assessed the need for your services and identified the available resources, you should zero in on one or more potential sponsoring organizations. Originally, LVA insisted that each local affiliate have a sponsor, but now states this as a

recommended objective rather than a requirement. Particularly during the first year of an affiliate, the support of an established local organization can be invaluable.

Many times affiliates start with a ready-made sponsor, because the initiative for starting the LVA program came from an existing organization. This has been true in such organizations and agencies as Church Women United, through such agencies as local public libraries, and businesses such as banks and insurance companies.

However, if you are starting from scratch to enlist the aid of a sponsoring organization, consider first what you want from them. It need not be all of the following but it will probably include several of these items: financial aid, public relations help, prestige, office space and services, phone service, and board participation. The main purpose of a sponsor is to provide responsible support, which will help insure stability and continuity of the program. The degree of its involvement with the operation itself may vary greatly, but the main purpose should be agreed upon when you recruit the organization.

In identifying a sponsor, consider organizations which:

- have an interest in education
- are concerned with social problems in the community
- have resources to support good programs
- have credibility and good standing in your community
- are willing to give support to a program which must be be allowed to operate independently under its own rules and policies

It's entirely possible that you may want to identify more than one sponsor, and that's perfectly all right. If you do this, try for balance. One sponsor's help might be financial alone, while a second organization might be a valuable public

relations arm and recruitment help. Recruiting your sponsors will be discussed in the next chapter.

4. Subprograms

The next part of your community survey should include the identification of what LVA has called sub-programs, or specific channels for delivery of its services. The main examples of these are: ABE, teen-in-school, hospitals, correctional facilities, and industry. These are the "specialties" of an affiliate program. Probably the greatest number of your students will come to you from the community at large, rather than through a particular agency or institution. But it is strongly advised that you select at least one sub-program, which you have identified as an area needing your program's help. It's a valuable help in recruiting tutors to be able to say, for example, that tutors are needed in the local junior high school, or in the adult basic education program, since some volunteers will respond to these specific areas of need. LVA's Policies and Procedures Handbook details guidelines for establishing and administering such sub-programs. Read them carefully before moving into any one of them.

5. Inter-agency Relationships

The final part of your community survey should include a consideration of inter-agency relationships. You are as weary as we all are of agencies which duplicate effort, insist on doing their own thing, and cost us all money. Don't let your affiliate be guilty of this. Your initial survey of community resources will have told you what other tutorial help is available to students in your community. Work with them, and determine

in what ways you can supplement their work rather than duplicate them. You need them as allies, not as competitors.

One possibility to consider is combining public relations efforts and materials. A brochure published by LVA in Maine is a beautiful example of this. We have included a copy of this in the appendix and recommend that you look at it.

D. Setting First Year Goals and Objectives

It might be helpful to define some of the terms we use when we talk about planning. This has been ably done for us in the book The Effective Management of Volunteers Programs (9:76) by Marlene Wilson, and we repeat it here:

-Goals - The ends toward which effort is directed; where a person or organization wants to go - its mission or purpose.

-Objectives - The translation of goals and purposes into definite, measurable targets with standards of performance and achievement for both the organization and individuals. (They are sometimes called operational goals.)

-Activity - What needs to be done to achieve objectives.

-Plans - Tactics and sequences of activities to accomplish goals. (Deciding who will do what, when and how.)

-Budget - That part of a plan expressed in numerical and monetary terms.

-Schedule - A plan with timings and staff assignments.

-Controls and/or Evaluation - Measurement of the extent to which actions conform to plans. Determining if plans were implemented successfully.

Using these definitions as guides, you can begin work with your board to set your first year's goals and objectives. Remember that goals and objectives are sometimes confused. "To combat this problem, using a system of testing objectives referred to as SMAC may prove helpful:

S - is it specific?
M - is it measurable?
A - is it achievable?
C - is it compatible with the overall goal?"(9:78)

You can apply these criteria to your affiliate objectives. Your goals have already been stated in Chapter 2, where we emphasized the shared goal of LVA at national, state, and local levels. You may want to define it a little more precisely at the affiliate level, but this is best done through setting objectives.

Your objectives for the first year might be to recruit 35 tutors and 35 students; to train tutors in 2 tutor training workshops, and assign them to students; to hold two in-service training sessions; to establish a sub-program at East Junior High School; to draw up a budget; to raise operational funds; to write and gain LVA approval for your affiliate by-laws. You can apply the SMAC formula to these to check their validity. Your own objectives may be more ambitious, but keep them specific, measurable, and achievable. And of course you'll see that they are compatible with LVA's overall goal.

A useful device in planning all the activities you'll need in order to achieve your objectives is a calendar year schedule. You'll vary this to meet your own situation and starting time of course, but we offer one here as a guide for first-year affiliates. (A calendar for established affiliates is included in Chapter 9.) Ideally, the first tutor training workshop should be presented either in the fall or early spring, and preliminary work adjusted accordingly. In affiliates that maintain program momentum during the summer months, date of tutor training won't be as critical a factor.

PROVISIONAL AFFILIATE YEAR

Months	Main Emphasis
1 & 2	Survey of community Assessment of needs Recruitment of key volunteers, board members, and sponsors First Executive Committee or Board Meeting
3	Recruitment of tutors and students Preparation for tutor training workshop First meeting of committees: Finance Public Relations Workshop
4	First tutor training workshop Board meeting Adoption of budget Ad hoc committee assigned to write by-laws Finance and public relations drives planned
5	Evaluation of 1st workshop, and tutoring program to date Submit application for provisional membership in LVA
6	In-service training for Tutors Board & Committee leaders
7	Financial campaign Preparation for 2nd workshop
8	Recruitment for and presentation of 2nd tutor training workshop
9	Distribute first newsletter Special Events Committee meeting Executive Committee meeting Workshop Committee evaluation meeting
10	Student-Tutor party Supervisors meeting
11	Submit tutor and committee reports Submit annual affiliate report to state or national LVA
12	Board and committee planning meetings for 2nd year

Chapter IV. Initiating the Program

Now that you have done all the preliminaries, you're ready to get into the nitty-gritty of the program itself. This is what you've been waiting for, and you'll enjoy this phase more because you'll be able to see progress toward achieving your goal.

A. Recruiting Sponsors

In the last chapter we discussed the wisdom of identifying a sponsoring organization to provide support and stability, especially during the affiliate's first year. Once you have determined what you want from a sponsor and have identified some prospects for the role, you are ready to recruit. Some rules of thumb:

- Set up a meeting with representatives of the sponsoring agency. It should be a scheduled meeting, not one that happens by chance.
- Send 2 representatives of the affiliate to the meeting, preferably a board member and a program leader.
- Have all data on your accomplishments to date and plans for the year clearly and briefly outlined in a fact sheet. Be prepared to leave a copy with the sponsors.
- Know what you want from the sponsor, and be precise about this.
- State the degree to which you would expect to be accountable to the sponsor (e.g., through bi-annual reporting; sponsor-representation on the affiliate board)
- Agree on a date to discuss their decision, unless they offer to answer you during the meeting.
- Write them a thank-you letter for the meeting, <u>no matter what the outcome was</u>.

B. Recruiting Key Volunteers and Tutors

In recruiting key volunteers and tutors, remember that it benefits the volunteer to help the client, because they are both members of the same community. Your recruitment message should be that the volunteer will give and receive, just as the student will.

Key volunteers, and by these we mean those who fill the organizational jobs in your affiliate, may be harder to recruit than the tutors themselves. But if you fail to do so, you'll find yourself doing many jobs, and doing none of them really well. The result will be an early case of battle fatigue and the probable failure of your affiliate.

These are the key jobs to fill at first: Chairman, workshop leader, student recruiter, volunteer recruiter, secretary-treasurer, tutor supervisor, and librarian or resource leader. Brief job descriptions follow:

·Chairman

Job summary - Has overall responsibility for planning, implementing, and administering the affiliate program under LVA and local affiliate policies.

Duties and responsibilities - Calling and presiding over regular and special meetings of the executive committee and board.

Coordinating plans of each committee into the overall program year.

Serving as affiliate liaison to both state and national LVA offices.

Submitting the required annual report to the LVA state or national office.

Drawing up the annual affiliate budget in conjunction with the finance committee.

·Workshop leader

Job summary - Has overall responsibility for scheduling, preparation, and presentation of all tutor training workshops given in the affiliate.

Duties and responsibilities - The workshop leader's specific tasks are too numerous to include here. They are detailed in LVA's Workshop Leaders Handbook, which is required reading for all workshop leaders.

In outline form the duties are:

-Recruiting workshop assistants

-Scheduling workshop in cooperation with the Executive and Public Relations Committee

-Ordering all supplies, and procuring all needed equipment

-Arranging for a site for training sessions

-Presenting the workshop, following LVA instructions and general format

-Doing needed follow-up to each workshop, including matching students and tutors, in cooperation with the recruiters.

·Student Recruiter

Job Summary - Responsible for recruiting all potential LVA students.

Duties and responsibilities - Identifying the best sources for student recruitment in the community.

Coordinating recruitment efforts with the workshop leaders and tutor recruiters, so that a student will be assigned a tutor as quickly as possible.

Interviewing each prospective student.

Setting up and maintaining a system for keeping records of students recruited, and of their assignment to tutors in coordination with the volunteer recruiter.

Responsibility for matching students and tutors is shared by student and tutor recruiters, and workshop leaders.

·Volunteer Recruiter

Job Summary - Responsible for recruiting all potential volunteers in the LVA affiliate.

Duties and responsibilities - Identifying the best sources for volunteer recruitment in the community for both potential tutors and for potential organizational workers in the affiliate.

Coordinating tutor recruitment efforts with the workshop leaders, public relations committee, and student recruiters.

Referring all organizational recruits to the chairman for interview and assignment.

·Secretary-Treasurer

Job Summary - Overall responsibility for keeping records of meetings and financial transactions of the affiliate.

Duties and responsibilities - Keeping minutes of meetings of the Executive Committee and/or Board of Directors.

Handling required correspondence, including ordering supplies and materials, other than for workshops.

Paying authorized bills.

Keeping accurate records of all financial transactions.

Serving on the Finance Committee.

·Tutor Supervisor or Advisor

Job Summary - Providing direct support to the trained and assigned tutors through a regular and planned schedule of contacts.

Duties and responsibilities - Assuming responsibility for tutors assigned to him (usually about 10 tutors per supervisor).

Setting up a schedule for regular phone contacts with each tutor, usually every 6 to 12 weeks.

Receiving calls and requests from tutors and referring the tutors to the proper resource when needed.

Reporting any change in the tutoring situation, (such as tutor or student drop-out or dissatisfaction) to the chairman of supervisors or to the affiliate chairman.

·Librarian or Resource Leader

Job Summary - Overall responsibility for maintaining the affiliate library of adult basic reading and English Second Language materials.

Duties and responsibilities - Setting up a system for circulating library materials, and maintaining library records.

Ordering new materials within the limits of the budget allowance for them.

Serving as materials advisor to all tutors, both through personal contacts and at workshops and in-service training sessions.

Researching LVA's bibliography when ordering new books, and maintaining the affiliate's own bibliography.

Reporting to state or national LVA any recommendations for new materials discovered.

The list of key volunteers will increase as you grow, with many of the jobs listed above broken down into more manageable components. As your affiliate grows, you will need a public relations committee, a matching committee to bridge the work of the recruiters and supervisors, additional supervisors, and a registrar to assist the volunteer recruiter. Large affiliates may choose to structure their organization with a program chairman serving under the general chairman, and directing all phases of the operational program. This frees the general chairman to direct the board in its overall leadership of the affiliate through planning, policy making, and financing.

So much for the key volunteers. Now you need to know how to find them. Recruitment can take place in three different ways: self-recruitment, where the volunteer comes on his own initiative

and is self-motivated; informal or general recruitment, or the word-of-mouth method, where the enthusiasm of the organization's members brings in new volunteers; and third, planned recruitment by assigned recruiters. (7:85-87)

The second, or informal method, has proven to be very valuable in LVA affiliates, but in a new program you'll need the planned method until you can utilize your own enthusiastic volunteers to aid in informal recruitment. Your volunteer recruiter should first determine if there is a volunteer center in the community. Whatever its name, Voluntary Action Center, Volunteer Center, Clearinghouse for Volunteers, it's of greatest importance that you use its services if they exist. Duplication of effort, as we've mentioned before, is both ridiculous and wrong.

If you have such a center, learn its routine. Supply it with job descriptions for both tutors and administrative volunteers in your affiliate as well as with a brief description of LVA's goals and program. Keep the information up-to-date and include training dates as workshops are scheduled. The volunteer center may not answer all your recruiting needs, but don't ignore the possibility that it may be a big help.

In a recent survey of LVA affiliates, the following sources or methods of recruiting volunteers were listed in order of effectiveness:

1. Newspapers (stories, editorials, letters to the editor, ads)
2. Direct solicitation (personal approach, or word of mouth)
3. Radio spots and interviews

4. Posters and flyers (best places for distributing: libraries, Voluntary Action Centers (VAC), churches)
5. TV spots
6. Presentations--speaking engagements at clubs and organizations
7. Notices in church bulletins
8. Referrals from VAC
9. Notices through the schools; teacher newsletters
10. Organization news sheets
11. Shopping paper ("throw-away")
12. Library display
13. Referrals by social workers

In addition, there are organizations through which you might work either by direct presentations as mentioned above or by appeals to their leadership for support of your program. Consider: civic and service associations, religious groups, PTA, women's clubs, fraternal and social groups, labor unions, business and professional associations, RSVP and other associations of retired persons, American Association of University Women and the Federation of Women's Clubs. A brainstorming session with your board or recruitment leaders can give you the specific list for your own community, and its length may amaze you.

And don't forget the off-beat places and sources. "The only people who can be recruited through established agencies, for example, are those who are already connected in some way to the establishment." (6:67) So think about laundromats, bowling alleys, neighborhood ice cream or hamburger spots, informal neighborhood social groups. Post your brochures or flyers in waiting rooms of

public health and housing centers, supermarket bulletin boards, in health-improvement clubs, diet workshops. Use the people whom Eva Schindler-Rainman calls "informants", and she includes all sorts, from mailmen to doctors, with an assortment of merchants and public service personnel thrown in. The thesis is quite simple: "people know other people, who need only to be asked. It has become very clear that most people are eager to be of service, if they are just given the opportunity." (6:67)

Once you have succeeded in recruiting a volunteer, you have an obligation to discuss the program and its opportunities with him or her. This is not a popular idea with recruiters of volunteers, who often feel all comers should be accepted since they are offering their services. Marlene Wilson disagrees with this view and suggests "that we owe it to volunteers to conduct thorough and effective interviews. If we don't, then we are in essence saying to them 'We know what we need and want--but we neither know nor care what you want. Because you are free we have an obligation to accept you.' No applicant, whether paid or volunteers, wants to be or should be judged suitable or not for a position without a chance to discuss it face to face." (9:121-122)

The meeting with a prospective volunteer gives you an opportunity to:

- Explain the overall program.
- Present the options. Tutoring is the main job, but organizational jobs are critically important, too.
- Recognize potential leadership and consider how you can best recruit and develop that quality in a person.
- Listen to the volunteer's concerns, and answer questions.
- Present the training requirements.

- Gain a commitment to serve for at least a year. If the volunteer wants to tutor, the commitment should include willingness to tutor for 2 one-hour sessions each week.

Interviewing is an art, which if skillfully used, can tell you a lot about your new prospects. You may prefer to interview several recruits at a time. The interplay in the conversation is often helpful and the volunteer will often ask more questions in this situation than would be asked by a person who is interviewed alone. A few affiliates have been successful in adding a first session to the tutor training workshop, as an orientation for all the volunteers. The commitment to continue the workshop is not made until the end of the session. The obvious drawback to this plan is that the leaders don't have much opportunity to hear what the new volunteers have to say or to ask. Also it presupposes that they are volunteering to tutor only, and the person interested in some other form of service might be cut out.

Your recruiters may at first have to double as the public relations committee, but since the jobs are so big, try to fill the spots separately as soon as possible. The how-to for your public relations (p.r.) people is included in LVA's Community Relations Handbook, so be sure to provide copies of this to all those involved in either recruiting or p.r.

A word of caution: Don't permit your recruitment to become ingrown. It's easy to fall into the habit of seeking volunteers only among one's own friends and acquaintances, organizations, and neighborhoods. The last thing an LVA affiliate should become is an elite group or an "in-thing" to belong to.

Harriet Naylor, in Volunteers Today (pp. 84-86) lists a number of potential sources of volunteers overlooked by many groups: newcomers to communities (check with personnel offices and "Welcome Wagon" hostesses for these); blue collar workers, "clearly the largest untapped source of volunteer manpower in our population today", blacks, particularly black women who bring knowledge of the community and often direct experience of working with the recipients of their agency's services; college students, since schools and colleges are directly encouraging such involvement; young-marrieds, who were in school during the activist '60's and are now ready to give a part of their lives to community service; and retirees, who bring skills developed over their working years, and now have much to give.

One further word of caution when recruiting for special jobs in the affiliate. "It is safer in the long run to carry a vacancy until it can be well filled than to fill it poorly, for the minute it is no longer a vacancy the incentive for a search for candidates is gone." (5:89)

And a final word about the importance of getting the right people to do the recruiting: "Recruiters help prospects to imagine themselves enjoying the work, growing and learning. Good recruiters make sure prospects understand how important their unique abilities would be for the organization and for their community...Not everyone is a good recruiter." (5.87)

C. Recruiting Students

In recruiting students for your program, first consider cooperation with existing programs and agencies. Some communities are finding it valuable to direct all publicity efforts concerning

reading needs of adults to one central phone number. For example, in Maine a WATS line is used by ABE, Right to Read, and Literacy Volunteers. Any one in the state with a reading-help need may call the toll-free number and be directed to the nearest appropriate agency.

In some communities, Right-to-Read commercials on television include the local Voluntary Action Center (VAC) phone number as the place to call for reading help. Trained volunteers at VAC then refer students to the agency with the most appropriate reading program. If this is the case in your community, be sure that VAC knows about your program. They will refer students who call to you and will follow up to see if the student is being tutored.

The same LVA survey mentioned in the section on volunteer recruitment provides a list of sources or methods of recruiting students, which affiliates have found to be most effective.

We include the list here--in order:

1. Word of mouth
2. Agency referral (specifically mentioned: social services, public and private agencies)
3. Radio spot announcements
4. TV spot announcements
5. Newspaper stories
6. Posters and flyers
7. School referrals (guidance counselors)
8. Continuing education (ABE) referrals
9. School referrals (from parents of students)
10. Periodic scheduled contacts with social agencies
11. Visits with inner-city social workers

12. Referrals from special education teachers in public schools
13. Signs for libraries
14. Signs in downtown areas
15. Probation officer referrals
16. Welfare referrals
17. Employer referrals
18. Employment agency referrals
19. Inquiries at churches
20. Inquiries at libraries

Some of these sources listed were considered "the best" by only one or two affiliates, but all should be considered. Other sources include:

- Churches, especially inner city store-front churches. Ministers who are also counselors in the main line churches may help, but the ministers of the store-front churches are often powerful leaders in their immediate communities. If they believe you can help members of their congregation, they will influence potential students to talk with your recruiters.
- Family court judges
- Local community action programs
- Laundromats, bars, beauty parlors, barber shops--for posting flyers and brochures.
- Neighborhood centers

Bobbie Walden, state supervisor of ABE in Alabama, believes that the most successful way to recruit adult students is the door-to-door method. This is unquestionably the hardest method, but if you have a recruitment team that has the time and energy, its worth the effort. Before attempting a door-to-door campaign, recruiters should know that the potential adult student:

- may be very fearful of, and intimidated by, the school situation.

·may have been a failure or a dropout in previous school situations.

·has a great need for a sense of dignity and a feeling of worth.

·will have an achievement level, mode and rate of learning, and ability different from every other adult learner.

·may have a great deal of knowledge in specific areas.

·may be more non-verbal than verbal.

·may be timid, unemployed, and unaware of job opportunities

·may possess a negative attitude toward social institutions which represent authority.

·may have values, goals, and attitudes different from those of the typical member of the "middle class."

·may be fearful of competition and evaluation

·may have a slower reaction time and suffer some decline in sight and hearing.

·has had a great deal of experience in living.

·will be a part-time learner, often with heavy responsibilities at home, on the job, in the church, and in the community.

·expects information to be relevant.

·is a voluntary learner

·may come from a low socioeconomic background

·may be a highly successful and respected member of the community. (8:3-4)

Ms. Walden adds a few warnings for door-to-door recruiters:

1. Do not go inside the house if the person appears to be high on drugs. Symptoms: Hands shaking, eyes dull and drowsy, speech slurred.

2. Do not go inside the house if it is full of men and no women (For female recruiters only) (8:7-8)

3. Do not go inside the house if the person is drinking. (8:7-8)

Recruitment, whether conducted in person or through agencies, needs a system for following through. Initiate your own system for keeping

records. You'll need a file on every prospect, indicating basic information on the student, and then the disposition of the case--when the student was interviewed, assigned, and tutoring started. After that the tutor and supervisor are responsible.

D. The First Workshop

In a new affiliate, the first tutor training workshop is probably the thing you've been pointing toward ever since you became involved with LVA. Until a group of volunteers has been trained to tutor, it's difficult to feel that the program is really underway. There are two key things for the affiliate chairman or program chairman to remember:

1. Scheduling workshops should be part of the overall planning for the year, so that public relations and publicity efforts can back up the recruitment efforts.

2. The actual presentation of the workshop, including all ordering of supplies, arranging for the place, instructing assistants, registering trainees, training the volunteers, and the immediate follow-up tasks should be delegated to the workshop leader's team.

LVA's Workshop Leaders Handbook details these tasks. The message for you is that it is too big a job to be done as part of another job. It must be a separate role. We have had affiliate chairmen who have led the tutor workshops also, but they confirm LVA's current view that such doubling up of jobs is a mistake.

Choose your workshop team with care. Its effectiveness is crucial to your whole program. Encourage these leaders to get all the possible extra help they can through workshop leaders training at both state and national LVA seminars.

Your job is to see that all the pieces of the organizational pie are coordinated and in place before the workshop leaders move in. In outline form:

1. Set dates for the workshop in executive committee, with all committee chairmen involved.

2. Set dates for the recruitment emphasis, so that tutors are ready to be trained and students are available to be matched with the new tutors.

3. Coordinate p.r. plans with the recruitment schedule. (A feature story in the paper six weeks before the workshop may be a big mistake. Volunteers who respond expect to be used immediately, not weeks after their enthusiasm has cooled down.)

After the workshop, the workshop team is responsible for evaluating their own work and performing such tasks as writing thank-you notes to all who assisted in any way. You are responsible for overseeing the key jobs of matching and supervising.

In a new or small affiliate, matching may have to be a responsibility of the recruiters, working with the workshop leaders. Eventually, you will probably need a matching committee which can concentrate on assigning students to tutors and on following up to be sure the tutoring actually has started.

Whoever performs the function of matching students and tutors should have all possible data on the students, and general information on the tutors as well as an evaluation of their performance at the workshop. "In matching, consideration should be given to schedules, geographical location, and any preference stated by the volunteer teacher concerning the age or sex of the student. Intangibles are important too. Avoid assigning the very shy, quiet student to an aggressive, talkative tutor". (2:38) LVA affiliates report that age disparity between student and tutor is not necessarily a negative factor. Some young tutors have been able to work very successfully with older students. Individual

maturity and sensitivity are the key determinants here.

After the match is made, an early follow-up to see if tutoring has begun is absolutely essential. It's not safe to assume that the tutor was successful in contacting the student, or even if contact was made, that a meeting was arranged. Don't risk losing a tutor or a student by assuming that all is well after the assignment is made.

The supervisors should be the second team in this matter of follow-up, of course. They will learn if tutoring is taking place when they make their first calls to the new tutors, but this may be 4 to 6 weeks later. This is valuable time lost if there has been an initial problem not reported by the tutor.

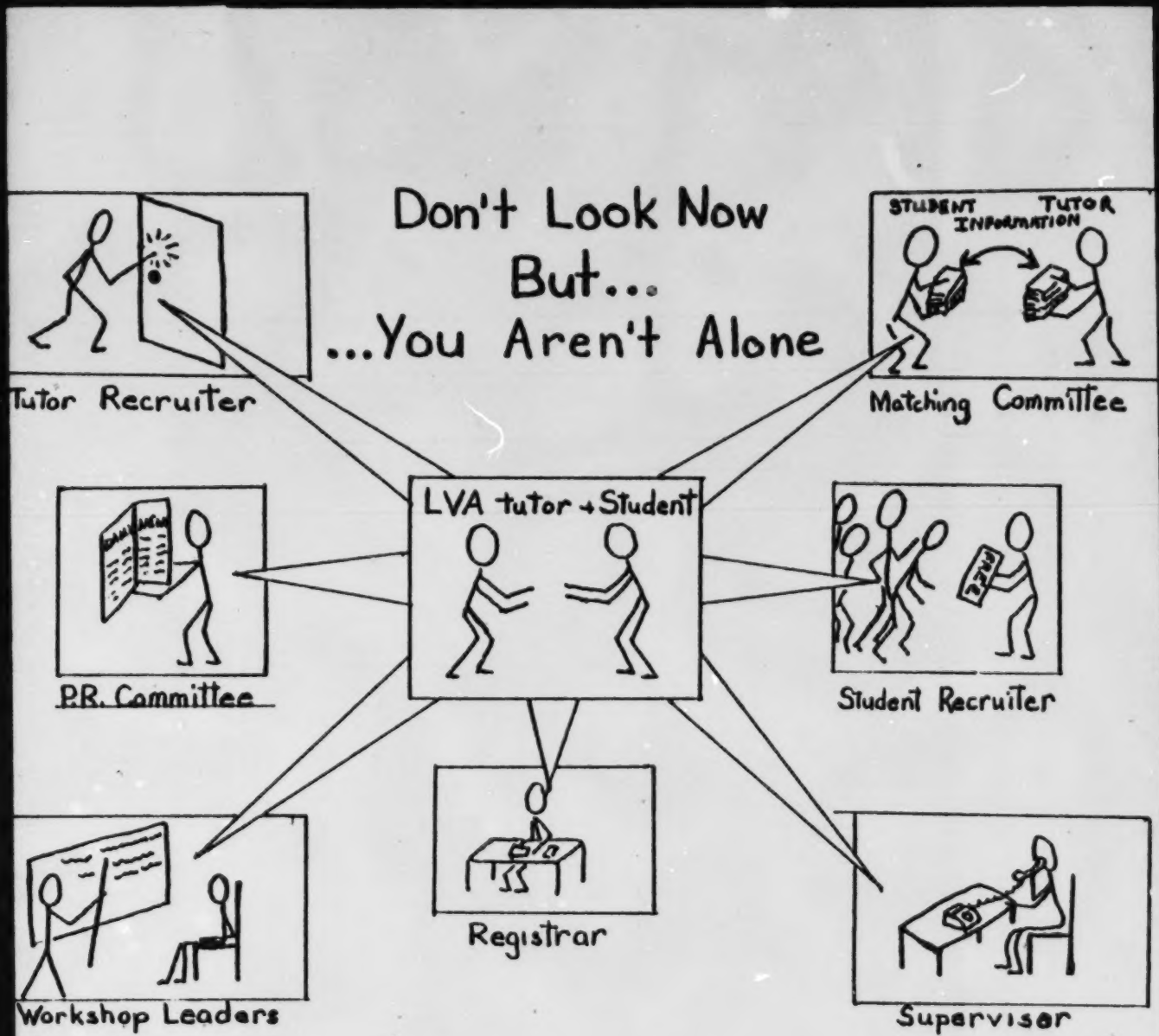
E. Affiliate By-laws

During the early months of an affiliate's growth, the preparation of by-laws for submission to LVA, Inc. is a very specific board responsibility. The calendar for the provisional affiliate year which was included on page 29 suggests that an ad hoc committee of the board be assigned by the fourth month to do the actual writing. The task may take several months to complete, so starting early has merit.

The board, or the committee assigned by the board should first review the affiliate constitution/by-laws given as a model in LVA's Policies and Procedures Handbook. They should note that all articles and sections that are starred (*) are required and must be included. These are needed to comply with various state and federal regulations. The details of membership, meetings, committees, and officers and their duties, may be written to suit

your particular situation. Be sure, however, that you have provided a structure that works. If you haven't, you'll discover it in your first attempt to call a meeting, delegate a duty, or conduct business! The model provided is a good one, and the majority of affiliates have patterned their by-laws closely after it.

Once you have completed your by-laws, submit them to your state office or directly to LVA, Inc. if you have no state office. They will then be reviewed, and either approved, or any serious faults noted for you to correct. This is a major step in your progress toward a sound organization. The process of writing by-laws will help your board see the organization and their role in it more clearly than any other activity possibly could.


Don't Look Now
But...
...You Aren't Alone
Tutor Recruiter
STUDENT INFORMATION
TUTOR
Matching Committee
LVA tutor + Student
P.R. Committee
Student Recruiter
Registrar
Workshop Leaders
Supervisor

Chapter V. Fund Raising

Fund raising is an on-going responsibility of the board that must start very early in the first year. It is a job that many volunteers dread, but with a plan, a few volunteers who aren't afraid to tackle the responsibility, plus total board support for the necessity of being financially independent affiliates have already demonstrated that they can do a top-notch job of raising the needed money. We especially recommend to you a booklet published by the National Center for Voluntary Action, titled Local Fund Development: A Basic Manual for Volunteer Programs. The book is available from the National Center for Voluntary Action, 1214 Sixteenth Street, NW, Washington, DC 20036, at a cost of two dollars. Read it yourself, and urge everyone on the finance committee of your board to do so.

Some key considerations in fund raising (or fund development, a term preferred by the Voluntary Action booklet):

1. Determine your needs
2. Develop a plan
3. Obtain the needed resources
4. Lay the groundwork for future support

In working through this process, note that to determine your needs, you'll need to prepare a budget. Sample affiliate budgets are provided in the Policies and Procedures Handbook, according to affiliate size. They will help you to see the expense items which should be included and to determine the total support which you will have to raise.

Also remember that the term "resources" may mean more than money. You may be able to obtain in-kind services of materials, space, or office supplies, for example. These are resources too, and valuable ones.

After determining your needs, a plan of action is needed that will

make use of your public relations people, your board, and your program leaders. If fund raising isn't closely integrated with your total program, it won't serve effectively.

Before your committee actually approaches potential funding sources, all potential contributors should be identified. Some obvious ones listed in the NCVA booklet:

Service Organizations - (Junior League, Rotary International, Lions, Kiwanis, Jaycees, YMCA, YWCA).

Social Clubs - (Elks, Moose, Women's Auxiliaries).

Churches - (Mission Committees, Community Self-help Boards, Youth Groups, Women's Circles).

Business & Commercial - (Industry, Labor Unions, Businessmen's Associations, Chamber of Commerce).

Public Government Agencies - (City Council, Park District, School District, Library District, Department of Corrections, Mental Health, Human Resources, Children & Family Services, Universities and Community Colleges.)

Individual Citizens - Especially ones involved in any of the above groups or who have a known interest in programs such as yours.

Foundations and Trusts - both corporate and philanthropic.

We quote from the booklet: "Careful research of each and every one of these potential areas of support will pay off in the long run. These groups give thousands of dollars away, donate skilled labor, underwrite material costs, act as consultants, and offer leadership and programs you might be considering or looking for. These elements must be investigated, coordinated, and utilized by your organization to meet your program objectives.

"Now how do you find these sources? There are three basic tools: directories, a car, and a native.

"Resource directories, such as The Foundation Directory, or Where

America's Large Foundations Make Their Grants, 1974-75 are two of the more valuable publications for locating local sources of support. These list foundations by state, and include such information as total giving capacity, size and type of grants given and names and titles of officers. Contact the state internal revenue service for a listing of all foundations and their grants in your state, as well as any available records of corporate giving. Write or call both foundations and corporations for an annual report. Speak with your local and statewide Chamber of Commerce for information. Often informal verbal communication is much more informative than written listings.

"Service groups, Fraternal groups, and churches can be found in the yellow pages. Look under "Clubs," "Fraternal Organizations," and "Associations" for the former; "Churches" and "Religious Organizations" for the latter. The Chamber of Commerce should also be consulted for a list of groups that don't have offices and thus are not listed in the phone book. The Chamber list probably will also include names and phone numbers of contact people.

"Next, get in the car and drive around town looking at businesses and industry. (Two are better for this, with one taking notes.) Look for major department stores, grocery stores, auto dealers, and industries. This list can serve as the base from which to work in soliciting. Also, take note of local advertisements on television, radio, and in newspapers and magazines.

"Finally, identify a long-time resident of the community who supports your program. This might be a board member who is active in local affairs, a civic leader, or a businessman. The most important characteristic he needs to have is a knowledge of the community. He should be able to

give you background on individual businesses and industries, offer suggestions on which have good 'giving histories' and help you design the approach technique. Quite possibly he can also identify wealthy or influential individuals who may be of assistance.

"Your community's version of a combined fund drive (United Way) may also be able to help identify potential contributors. Some of these groups make their contributor lists available to other organizations for fund-raising; however, this is determined by local policy. It never hurts to make contact with these agencies. They usually sponsor the biggest fund drive in town and may be able to give you helpful suggestions, even if they won't release names.

"A final source is local newspapers. Read them regularly and look for announcements of charitable contributions by business and industry...

"Although our emphasis is on local private sources of funds, don't forget that there may be some public sector support that is available locally. Contact your state, city or county department of Human Resources or regional office of ACTION, for example, to see if they have knowledge of potential sources of funds. Examine all funding programs for local applicability." (1:27-30)

After you've identified potential resources, you'll need to sift through the list and make decisions on which ones to approach. Chart this out according to what you need, and what each prospect has to offer. You can save time if you are as objective as possible about your chances of success. "There's no point in making fund development more difficult than it is -- base your decision of whom to approach on the likelihood of positive response." (1:34)

When you are ready to approach a prospective donor, try to work

through a middleman. It helps a lot to be introduced, to have something in common, whether it be an interest, or a person known to both you and the prospect.

Second, watch your timing. Avoid the obvious bad times for businesses, such as income tax time in April. Summer is not a good time to approach many businesses, if only because the people you need to see may be on vacation. You may consider Thanksgiving to New Year a poor time, because you equate it with your own personal reaction to a period of high expense, but to retailers this is a good business time. Also, retailers have the incentive of tax deductions on donations made prior to the end of the year.

Time of day is important too. Use good judgment on when you elect to call on a business representative. Consider his work, and choose a time of day when the pressure is probably lower.

Make an appointment, and then be prepared to make a brief, well-organized presentation. Know what you're asking for and why. Many people have difficulty accepting the fact that illiteracy is a problem in their community, so have figures ready from your original needs assessment of the community, to document your story. A map of your county with pockets or concentrations of illiteracy noted might be a helpful visual aid. Be sure to point out the loss to the community an illiterate person represents. Explain your goals, accomplishments to date, and your reasons for needing funds.

Leave a fact sheet on your affiliate, plus an LVA brochure. Your membership in a national organization will add to your credibility. Be sure that the information you leave includes a name, address, and phone number for the prospect to contact.

Follow up with a thank-you for the meeting, even if funds aren't

forthcoming. They may be next time! If you have been successful, of course you will send formal thanks, but you should also report to the donor from time to time on the progress of the program. Remember, support has to be ongoing, and your effort should be to build for the future.

There are other methods of fund-raising of course, in addition to the more formal approach to major sources. These include sales of everything from baked goods to Christmas ornaments, raffles of home-made fancy work, cocktail parties and bridge games, benefits, and mail campaigns to members and friends. In each case, weigh the effort involved, the competition existing in your community, and the possible return. If you believe you will gain returns in good will and publicity but not much money, it may still be worth it. Just be honest in assessing the potential, and then make your decision.

Some major funders of LVA affiliates include banks, insurance companies, local foundations, and private industries. Recently, affiliates have discovered that proposal writing isn't an impossibility for them and have been successful. The chapter on proposal writing from the VAC booklet is included in the appendix to this handbook and is recommended to you.

Don't overlook the opportunity for income through presenting a contract workshop. A contract tutor training workshop is one presented for a fee to a group which does not intend to become a member organization of LVA. A contract is drawn up between the client group and the LVA trainers, whether the trainer be staff or volunteer. (An example of such a client might be a school system which wants to train some of its professional staff in basic reading teaching techniques.) If you are

willing to put the effort into presenting either of the LVA workshops to an outside group for an agreed-upon fee, you might very well raise a major part of your budget while working toward LVA's goal. Details and regulations for giving a contract workshop are included in the Policies and Procedures Handbook, and you should become familiar with them.

Fund development, as defined in the NCVA booklet, is "an important organizational process that builds for tomorrow while providing for today." (1:3) Encourage your fund raisers to think in these present-and-future terms.

Chapter VI. Continuing the Program

After the first few months of concentrated effort, your affiliate program is underway, and you, your board, and all the volunteers may be permitted a well-earned sigh of relief. But there isn't time for a real pause! You are really past the first two phases of the cycle we outlined in Chapter I. You've completed your context evaluation and input evaluation. Now you should ask yourself if your process evaluation is in effect.

You need to see what's going on and to be brutally honest with yourselves if any phase of the program isn't going well. Some things to question:

·Do you know how many tutors are meeting their students? Can each supervisor give you a summary of the tutoring situation of each tutor-student team?

·Is there good communication between all the volunteers in the program? Is there a newsletter? Do you share the newsletter received from the state and national offices with all volunteers, so that they know they are part of a larger program, and so that they can learn from the experiences of other affiliates?

·Have you scheduled in-service training for tutors? For board? For supervisors?

·Do you have a special-emphasis program or sub-program in some one field, such as high school, ABE, industry, or a correctional facility?

·Do other agencies in your community know about you?

A. Sub-programs

We've mentioned before that having a sub-program or "specialty" is important, but you may not have felt ready to identify one when

your affiliate was just starting. If this was the case, we'd suggest you discuss with your board the wisdom of making such an identification now. Review LVA's guidelines on all such programs, discuss the possibilities with your state director, and if you feel there is an opportunity for you to help in ABE, for example, pursue it. Remember that in any new venture within your affiliate you'll need not only the volunteer tutors, but also the volunteer organizational leaders to make the program work. Each sub-program should have its own coordinator to tie it in with your total program and to follow through on all of the affiliate's responsibilities listed in LVA's guidelines.

A sub-program is merely a specific channel for delivery of your affiliates services, however. Don't be afraid that it means engaging in some off-beat different kind of activity. It's another way to reach our student clients, through an existing structure.

B. Communication

It's become a cliché today that "we need to communicate", so we won't belabor the obvious. As a leader, you will simply want to know <u>how</u>. Your supervisors are one channel, with the specific obligation to be the link between tutors and the total program. These supervisors should also be a channel for the students. Some Literacy Volunteers suggest that a student ombudsman is needed. Whatever you call the person, be sure that students are told that there is someone they may call in addition to their own tutor. If the tutoring situation is not going well, it may be impossible for the student to confront the tutor with this. The person who recruited and interviewed the student may be the logical one,

since the student probably related well to him. Just be sure the student knows there is a way for him to call for help or express an opinion.

Newsletters are an obvious and excellent means of communication within an organization. Don't wait until you can produce a slick, professional paper. A single mimeographed sheet is far better than nothing and will pay off for you. The affiliate members will appreciate knowing what's going on, particularly because most of them perform their LVA duties as one-to-one tutors without much sense of being part of a group.

Newsletters from state and national offices are sent to each affiliate, and the burden of distributing them will be on you. The national papers will be supplied in the quantities you request. They should be of interest to everyone in the program, and if they aren't, you should let the editors know this.

Don't overlook the communication possibilities at parties! An end-of-the-year student-tutor party of some sort has value for everyone in the affiliate. It can be an evening meeting with entertainment of general appeal, a picnic, pot-luck supper, or any other informal gathering. Recognition of student progress is almost always included in these affiliate meetings, with students receiving well-earned applause for their hard work and accomplishment. Just how you do this is up to you, but it definitely should be a part of your year's schedule.

Communication among community agencies is another essential. The popular word now is "linkage", and you'd better take it seriously.

We've mentioned before that duplication of effort and services is in increasingly bad repute. You can avoid this mistake by learning just what is being offered by other agencies and then assessing what you have to offer them. At workshops on management of volunteer programs at the University of Colorado, Dr. Ivan Scheier stresses this reciprocal process. His thesis - you should do a needs and resource assessment at the same time. Each need and resource should be connected; a new resource should not be initiated.

You'll enhance your own reputation in the community if you demonstrate that you value cooperative effort and that you are willing both to give service, as well as use services already available.

C. In-Service Training

As your program moves along, you'll need to consider the on-going needs of all the volunteers for more training. An important thing for you to remember is that training is needed not only for tutors, but for those in other affiliate positions. Suggestions for in-service sessions are included in the Policies and Procedures Handbook (p. 26) and should be reviewed. Affiliate membership requirements state that at least one in-service training session should be given each year. We suggest that at least one should be given for tutors, and one should also be given for organizational leaders. LV of Massachusetts urges its affiliates to give in-service training within two months after each tutor training workshop.

As a kind of footnote to this subject, don't cross off summer as a possible time for scheduling in-service training for organi-

zational leaders. It may be the best time. You're only considering a few people for these sessions, and these busy leaders may have more open calendars during the summer season.

Helps are available at state and national level, too. Increasingly, state directors are presenting training sessions one or more times each year. Take advantage of these. You'll not only learn from the sessions themselves, but also from the conversations with volunteers from other affiliates. The same is true at LVA's national conference. Send the required two delegates, but if possible, send more! It will pay off in revitalization of your affiliate.

D. Paid Staff - When; If

For some affiliates, the question of hiring paid staff to assist in the administration of the program may come up early in the affiliate's life. If so, give it honest consideration. There is nothing at all wrong with paying someone to perform some designated duties, thus freeing volunteers to concentrate on the affiliate's main objective, tutoring adults. The questions you should ask are:

1. What duties should staff perform? Clerical, secretarial, tutor training, supervisory, record keeping, recruiting? Any of these might be done by staff, but be clear about which ones will continue to be performed by volunteers.

2. Can the affiliate raise the necessary monies to pay staff? It isn't fair to hire someone unless there is a reasonable assurance that the salary obligation will be met.

3. If the affiliate can't raise funds for a full year of staff time, could it hire someone for a portion of the year? It is sometimes easier to add funds for a going service than it is to raise a large initial amount before beginning the service.

The tasks to be performed in any of the mid-to-large sized affiliates are formidable. Hiring staff help makes very good sense if you are able to budget for it and then use staff wisely.

Chapter VII. Accountability

Leaders of LVA programs have responsibilities that can be listed under the general heading of accountability. It simply means that leaders must answer to the people with whom they work, whom they serve, and by whom they are aided. They are accountable to their fellow-volunteers, the students, funding sources, and to LVA state and national boards.

Much of this handbook is concerned with the obligations leaders have to be accountable to the volunteers by supplying thorough training and continuing support, and to the students by providing for confidential tutoring. Accountability to funding sources is shown by formal reporting on the use of the funds granted and by informal progress reports on the program in general. The affiliate's responsibility to the national organization is fulfilled by adhering to LVA policies, submitting required annual reports and paying an annual fee. Since you as leaders will have primary responsibility for the submission of reports and fees, you should understand both what is required and why.

A. Reporting

Each affiliate chairman must submit an annual program report to the state LVA office or directly to national if no state organization exists. A sample form is included in Policies and Procedures Handbook (p. 83). It is a factual, statistical report, which includes data on the numbers of students and tutors, the number of and kinds of training given, the extent of the program's involvement in the various sub-programs, and the number of contract workshops given. Each year the compilation of these reports provides both state and national offices with the best body of information about the program. Figures from these reports are used throughout the year when it is necessary to describe the scope of the program. They

provide a basis for evaluation, for taking remedial action, and for program development.

The annual report is not difficult or detailed, and the response from affiliates has been excellent through the years. Check the report form early in the year so you will know exactly what information you'll be asked to give.

In addition to the program report, an annual financial statement is required. A sample of this report form is also included in Policies and Procedures Handbook (p. 84), and should be reviewed with your treasurer and finance committee early in the year. Most affiliates authorize LVA to include them in LVA's group tax exemption plan. The financial report is a legal requirement in these cases.

If you are debating the necessity of incorporation in your affiliate, it may be because you feel this is necessary for tax exemption purposes. This is true, but since LVA, Inc. is able to provide you with tax exempt status as a member organization, this would probably be an easier route for you to take. All that is necessary is for you to request inclusion every year, in writing, to LVA, Inc. and to provide the annual financial statement to national. Full details of the process are included in the Policies and Procedures Handbook (p. 110.)

Tutor and student reporting is another important measure of the program. Each tutor is required to fill out an initial and follow-up report on each student taught. Sample forms are included in the Policies and Procedures Handbook (p. 79-82) for both basic reading and ESL students, and a supply of the forms is available through state and national offices. These reports will give you

very important information about your students, and provide essential data on student progress, as measured by administering pre and post tests to the students.

Your supervisors will probably be the ones responsible for reminding tutors to fill out these reports and for collecting the completed forms. This may be difficult to do in some cases, but if tutors are helped to see the need of the information and are instructed during their workshop training in how to get the data and fill out the forms, your job should be much easier.

B. Fees

Each affiliate member organization is required to pay a membership fee to the state organization if one exists, or if not, directly to LVA, Inc. Fees are set according to the number of active volunteers reported in the annual program report of the affiliate. The fee schedule and provisional affiliate fee are given in Policies and Procedures Handbook (p. 50).

Since you as leaders may be asked by your members to explain the reasons for paying fees at all, some of the following information might be helpful.

LVA seeks a commitment from each local group that chooses to affiliate with it. That commitment is to work to "foster and increase literacy in the United States and Canada", using the tools and program LVA has already developed through years of painstaking study and practical experience. Affiliates choose to become members of LVA. By freely electing to do this they are acknowledging that LVA's goals are appropriate for their communities. They are also acknowledging that a considerable investment of time and money would

be needed to develop such a program on their own. LVA therefore asks that they pay a small annual fee as their fair share of the costs borne by the national program.

A total program is what is being supplied. The national volunteer board of directors, acting through its committees and staff work to keep the program up to date in policies, workable procedures as well as in materials. The number of people and hours of labor involved are tremendous.

Hopefully the volunteers will recognize all of this and willingly assume their required share. Some volunteers may prefer to have this translated into dollar values with specific material benefits listed. If so, the following data may help you.

LVA provides each affiliate with the following materials:

Basic Reading Workshop Slides, tapes, script -	350.00
Additional segments as they are produced (Presently LVA has two: Special Reading Problems, $55.00; Comprehension and Study Skills, $110.00)	
English as a Second Language Workshop Slides, tapes, script -	345.00
Promotional slide talk	45.00
2 Policies and Procedures Handbooks	7.50
2 Community Relations Handbooks	5.00
2 Workshop Leaders Handbooks	8.00
2 Organizational Management Handbooks	8.00
2 Bibliographies	7.50
Newsletters, supplied in the quantity requested by each affiliate.	
In-service training at LVA's Annual Conference	

The affiliate fee is paid to the state organization if one exists. The state passes 80% of those fees on to LVA. The state provides many direct services to the affiliates, particularly in organizational and workshop leaders training, on-site and telephone consultations, as well as newsletters and materials.

A complete list of services provided to member organizations by both state and national programs is included in Policies and Procedures Handbook, (p. 108-109) and should be carefully reviewed by you.

Chapter VIII. Planning the Next Year

At the end of your first program year it's time to sit down with the student report forms you've collected, a copy of the annual program report you have submitted, your organizational chart, and the list of your original goals and objectives. In short, you're ready for the final evaluation phase, which we referred to as product evaluation in Chapter I.

It's essential that you do this before you draw up your plan for the second year. You're making progress if you can see for yourselves that some objectives were met but others were not, that you'd better add some jobs to your organizational chart, that some things were accomplished that weren't even in the original plan.

In your evaluation, measure the results against your own affiliate goals and objectives and also against LVA's overall goals. Analyze these findings and ask questions such as these: What part of the program should we continue? What could we do better? What should be dropped? Which officers are or are not performing well? Where is further staff development needed?

Your board and committee chairmen should then work on the second year plan, and again a calendar provides a useful framework for the year's work. A sample calendar is suggested here:

AFFILIATE PROGRAM YEAR

July

Executive Committee meeting

-plan affiliate program year; set workshop dates

August

P.R. Committee meeting

- plan strategy for the year, centered around workshop dates.

  Schedule newsletter dates.

Workshop team meeting

- plan October workshop, scheduling a completion date for each task on check-list.

September

Newsletter published

Executive Committee meeting - year's plan reviewed and tasks assigned, if not already so assigned. October tutors meeting planned.

LVA Annual Conference - delegates attend.

Tutor and student recruitment drive.

Finance Committee meets to plan campaign for year

October

Tutor Training Workshop

Workshop team meets to evaluate workshop.

Matching Committee meets to assign students to tutors.

Tutors' meeting - in-service training, and report from LVA Conference.

November

Nominating Committee meets to plan next year's slate

Supervisors' meeting. New tutors assigned to supervisors; report on all other tutors' assignment; review of supervisors duties.

Matching completed, if not accomplished in October

Workshop Reunion for new tutors, 6 weeks after workshop.

December

Executive Committee meeting

- plan financial drive

Workshop team meeting - plan February workshop, scheduling a completion date for each task on check-list.

January

In-service Training - all tutors - supervisors attend

Student and tutor recruitment drive

Newsletter published

February

Tutor Training Workshop

Matching Committee - meets to assign students to tutors.

Workshop team - meets to evaluate workshop.

Supervisors' meeting - new tutors assigned to supervisors; evaluate supervisory system.

March

Executive Committee meeting

P.R. Committee meeting

In-service Training - organizational leaders

April

Financial drive

Newsletter published

Special-events Committee meeting -

- plan June student-tutor party

Workshop reunion (February workshop)

Nominating Committee meets to complete slate of officers

May

Annual business meeting

- Elect officers
- Elect delegate to state and national conferences

Supervisors remind tutors of reporting requirements

June

Annual student-tutor meeting (party)

Student report forms submitted

Chairman and treasurer report to state coordinator or LVA.

One subject that will become increasingly important to you as you evaluate your program is the retention rate of both volunteers and of students. Hanging on to good recruits is vital to the success of an affiliate.

If you have considered the motivation of recruits in the first place, you will stand a better chance of keeping them active. "Common motivating forces include the feelings of 'I want to because it sounds fun and interesting,' 'It's my duty to help,' 'Something needs to be done,' 'They want and need me,' and 'Unless I join in and help they can't be successful.' Each of these is a quite separate and distinct force." (6:47)

In LVA, volunteers who have become involved in organizational jobs or who have become workshop leaders have a higher retention rate. The reason is obvious. They have a stake in the program, and they know that what they do really matters. This is an argument for involving your volunteers in these tasks as well as in the all-important tutoring. "A major motivating factor for volunteers is the opportunity to participate in problem solving and significant decision making." (6:62)

Some of the reasons cited for volunteer dropouts are: unreal expectations given in recruitment, lack of appreciative feedback, relationships with those in supervisory roles, and disapproval or at least devaluation of the volunteer's role by persons whose opinions he values (family, co-workers). (6:54-56)

You might list these factors, and analyze their relevancy to your program. In recruiting, do you let the volunteer know how much time and effort will be required? Are you also honest in explaining that tutors may work hard for many months with very small improvement to note in the student's reading ability? Do you find many ways to say thank-you to all your volunteers? The informal, spontaneous expression of appreciation is often as important as the once a year recognition at a banquet. Have you trained the supervisors so that they understand that their role is to support and help, rather than to criticize? All of these are considerations worth investigating as you evaluate.

Student retention is a problem we share with all adult educators. Because our students are adults, with adult-size problems, there are many claims on their time, interest, and energy. The tutor has the largest single resonsibility in motivating students to continue.

"The recent annual reports of withdrawal in Adult Basic Education programs throughout the United States indicate that lack of interest ranks highest in the known reasons for withdrawals from the Adult Basic Education program. The seriousness of the problem of retention reflects how important it is for instructors, recruiters, and supervisors to work in a team effort to get and hold the interest of those who enroll." (8:21)

That quotation from a manual for those in ABE programs has application for Literacy Volunteers, too.

Chapter IX. Leaders and Managers

A. Leadership

We've been concerned up to now with discussing goals, structure, and the specific task in starting and maintaining an LVA affiliate. You who are working to make all this happen are leaders, and the subject of leadership deserves some attention of its own.

Leaders in an LVA affiliate organization seldom operate in isolated spendor, removed from the operational corps of tutors. More often than not, they hold office and tutor as well. This is a strength, since the leaders understand the needs and problems at all levels of the program. All the volunteers who hold the key jobs listed in Chapter 5 are leaders. In addition, the leadership of an affiliate operates as an entity, through its board or executive committee. However, we are addressing the top individual leaders in this chapter.

Leadership is more than topping the organizational chart. It is responsibility to every volunteer in the group. It is also an art, a very special talent for getting people to do things. You who are organizational leaders in LVA affiliates have probably all held leadership positions in other settings and therefore have your own conception of the qualities needed. A few requirements which we see as essential are listed here.

1. Be committed - to the goals of LVA and to the specific program goals of your affiliate. This may mean subordinating personal opinions and ambitions to the total good of the program.

2. Understand the job:
   (a) As outlined according to the job description. There is one in this handbook, and there should be a more detailed one in your affiliate. If not, your first job is to write one, and get it okayed by your board or executive committee.
   (b) Both its total scope, and its boundaries and limits. No job is the whole show!
3. Understand the organizational structure, both local, state and national.
4. Be willing to function within the organizational team, to be a contributing part of the structure.
5. Be accountable. Assume responsibility for your actions in your leadership role. This may mean taking the blame for some failures by committee members under you. You are where the buck stops.
6. Show a positive attitude about the program, its potential, and the need for it. All the volunteers will reflect the attitudes of the leaders, and at the first sign of discouragement, disinterest, or annoyance at the duties required, you're headed for trouble.
7. Assume a need for on-the-job training, and take advantage of any training offered either within the affiliate or elsewhere within your community. Be open to any resource that might help you do a better job.
8. Recognize that your job is to help all of your fellow volunteers to "grow in conviction, competence, and satisfaction." (7:23)

We've referred many times in this handbook to the tools available to leaders, so we'll only remind you here that they exist. The handbooks, in-service training sessions, seminars and conferences are there for you to use. Grab them!

B. Managers

You can probably accept the title "leader" calmly, perhaps even with pride. But how do you react when someone calls you a manager? Perhaps you think "boss", or "manipulator". "It is important to understand that the term itself simply defines a function and is therefore neither good or bad. It is how a person carries out that function that matters." (9:26) A good definition of a manager is "someone who works with and through others to accomplish organizational goals." (9:25)

The manager interprets the goals and objectives of the organization into segments of work, and communicates these divisions to the persons doing the work. (12:34) Management skills are needed by affiliate leaders, even though the fact may be somewhat overwhelming to some. Unlike volunteers in most organizations, LVA's volunteers assume staff roles, for the obvious reason that in most affiliates there is not paid staff. The few affiliates who employ staff tend to use them in clerical or office administration roles, reserving the executive and top program roles for the volunteers.

So - you are managers of both people and program, and as such you need to develop the skills of management. Don't let this scare you! You probaly have many of these skills already, and instinctively practice the functions of a good manager. It may be reassuring to see them outlined here, and to remove some of the mystery from

the text-book terms about management.

Most theories of management agree that the functions of a manager are planning, organizing, staffing, directing, and controlling. Marlene Wilson describes these, and we can apply them to managing in an affiliate.

1. Planning - "fundamentally choosing a course of action from among alternative ways of doing something...it is determining what has to be done." (9:30) Here's where we hear that familiar phrase, management by objectives (MBO). "In its simplest form, MBO is determining who is going to do what, when and how." (9:30) Defenders of management by objectives hold that if you cannot clearly state your objectives before you act, you really can't know what you're doing. You'll be reacting to situations rather than managing them. We have proposed a kind of MBO cycle in Chapter I. Setting objectives is not only important. Its tough! "Setting measurable objectives is one of the most difficult steps in any management process, and approximately 50% of the errors in the process occur here." (11:35)

   In planning, remember that the present-day advice to "hang loose" has real merit. Don't let a beautiful plan or set of objectives immobilize you. LVA has demonstrated its own flexibility many times, in changing workshops, materials, organization structure, and its own leadership. Its a good example to follow.

   Planning should obviously come first, but the astonishing thing is that many volunteer efforts are launched

without this crucial component. Be sure that planning is your point of departure. It will save you from the real pain of seeing a lot of well-intended effort produce little except frustration.

2. Organizing. "This is how a manager groups and assigns activities that are needed to accomplish goals and objectives. It is simply determining how the job will be done. Two essential ingredients involved in organizing are delegation and coordination." (9:31)

You're probably good at your job, so one of the toughest things for you to do is to trust others with at least part of that job. But you'd better do it, or you'll end up worn out, overworked, and with no reserve of leaders-in-training, a concept we'll discuss later.

When you do delegate a job to someone, let go! "Most responsible poeple, when given a project, do not appreciate someone looking over their shoulder, kibitzing by phone or taking back parts of the assignment before they have had a chance to do it. Many managers find it extremely difficult to really let go. Once again they want to be the doers. This is critical to successful delegation... Delegation does not mean throwing someone out there to sink or swim on their own. It means enabling someone to do the job you've asked them to do." (9:34)

We've seen affiliate chairmen who have said "It's just easier to do it myself. By the time I find someone to do the recruiting, I could have it done." And some of

these power houses have done wonders for months or even years. But the final chapter usually tells us that the chairman finally gave up, exhausted, and the affiliate died, or the happier ending - light dawned, and just before the affiliate sputtered to an end, the leader began to trust others and to share the load.

Coordination, the second key ingredient in organizing can be defined by that very tired adage, "making certain that the right hand knows what the left hand is doing." (9:35) The best affiliate library in the world is wasted effort, if the manager hasn't seen to it that the librarian works with the workshop leader to make every trainee aware of the materials available to them as tutors. The services offered by the local Voluntary Action Center might provide recruiters with all the volunteer tutors needed for your next workshop, but if the recruitment team hasn't been told to coordinate its efforts with the VAC, the services will be wasted.

Coordination is an inter-agency, inter-volunteer, inter-LVA concern, and is the responsibility of the leader.

3. Staffing - "This is determining who is going to do the job... Managers must recruit, select, train, promote and discharge paid and non-paid staff." (9:37) You may have no one in the paid staff category, but all of your other volunteers are staff. This is what makes LVA a unique volunteer organization. You aren't working under the direction of, or to help a professional staff. You are it. Staff help

is available to you through state and national offices, but on your own turf you are running the show, and that's an exciting responsibility.

4. Directing. "This refers to getting people (or in many cases allowing them) to accomplish the tasks assigned to them. In other words it is getting the work done. All the planning in the world is in vain unless the plans are implemented." (9:37)

Three components of directing are given as motivating, communicating, and leading. (Motivation in particular is so important that we'll discuss it again in the next section.) "The greatest mistake a manager can make in the directing phase is to over manage." (11:27) If things don't seem to be going well, it's time to be flexible and make changes enroute, rather than to panic and take over the reins.

A handbook for one national organization lists as the first function and responsibility of a leader, "to eliminate confusion". Maybe that's as good a summary as any of your job!

C. Leadership Development

We've talked with LVA staff, and volunteer leaders in many affiliates about what they consider to be their chief problems. One that is mentioned again and again is recruiting leaders - the volunteers willing to become involved in the top management roles.

The partial resolution of this problem lies with you, the present leader, and perhaps we've paid too little attention to this fact. Developing new leaders has to be your job, and if your

motivation is self-preservation, that's all right! A nobler thought might be that the affiliate's life depends on developing on-going leadership, to insure the program's continuity. Either way you choose to look at it, consider some of the following:

1. When recruiting volunteers don't narrow the appeal to tutors only. This shuts out the very ones you may need most. Let prospective volunteers know that there are many jobs available in the affiliate, and that the program's goal cannot be met unless all jobs are filled. The tutors are vital, but they cannot function unless the other jobs are performed too.
2. Don't be afraid to appeal to many motivations. You can capitalize on them. Base your recruitment on the reasons people have for volunteering, and these are not always the stated reasons of "service to others." We tend to be idealistic in LVA about this. The people whom we are trying to help, the students, are no less well served if the volunteer tutor is interested in

    a) re-entering the job-market
    b) brushing up on skills
    c) satisfying personal needs
    d) involvement in a worthwhile cause

3. Every new group of trainees at workshop is a source of leaders. Ask your workshop leaders to act as spotters for you. The natural leaders do show up.
4. Once identified as leadership prospects, give the volunteers the options. Again, at the workshop describe the jobs in the affiliate, those open right now, and those which will be open when the present incumbent's term is over.

5. Leaders will come in two general ways: recruited specifically for leadership roles, or evolved into leadership roles from their experience as tutors. In the latter case, they have come to feel they have a stake in the affiliate program. This happens only if a leader has helped them to see this, has let them share in planning and policy making, has even shared the problems faced by the affiliate.
6. Encourage every job-holder in the organization to look for his own replacement. If you have someone in training for every job, you have good program security.
7. Training has been an LVA by-word, but has usually meant tutor training. You as leader have the job of elevating management training to a high level too. You have to lead an important number of volunteers to see the need for the management jobs and then provide them with the training needed for these jobs.
8. Because of LVA's emphasis on tutoring, the volunteers who tutor may come to feel that they are the only direct service volunteers. Tutoring is where the action is, and to do anything else is a betrayal. Help the tutor see that without support personnel he could be unrecruited, untrained, unsupported and without a student.
9. Don't let people grow old and tired in the same job. Volunteers tire of assignments and want to change. At your annual planning session for a new year, consider major shake-ups of personnel. You may end up actually changing only a few each year, but each person and each job need to

be looked at at least yearly with an eye to possible switches, sabbaticals, promotions, or some other kind of change.

10. "Disuse of potential ability is the prime reason for turnover. If the volunteer doesn't find challenge and satisfaction she is open for other things." (5:72) A volunteer with real leadership ability may never tell you that he or she has a particular skill. You have to ask!
11. Enlist outside help for special projects or for consultation. You will find that people with special skills may be very willing to perform a one-time job for you. In doing this, they may become interested enough to offer further help, and you'll then have a leadership possibility with a specific talent. Examples: someone from a public relations firm to design a brochure for you; an accountant to set up your bookkeeping system; a lawyer to review your by-laws; a social worker to meet with student recruiters.

In Japan, volunteering is considered an honor. Volunteers pass their jobs on to others, and there is a list of eager persons waiting to fill them. Creating that kind of respect for volunteer jobs is a leadership goal worth working toward.

LVA is a unique volunteer organization in that for most of the volunteers the work is specific. They come to tutor, and since their goal is so singleminded, it's easy for leaders to fail to realize that the volunteer needs orientation to the total organization and its needs. If this orientation isn't given, no future leaders will be born.

Chapter X. Voluntarism

We have of necessity talked only about one field of voluntarism in this handbook, our own area of LVA, with its tutorial programs. As leaders, you should be interested in the whole field of voluntarism and its tremendous growth and potential.

The fears expressed by some volunteer leaders concerning the decreasing pool of volunteers are not substantiated by the facts. "A comparison between the Department of Labor survey of 1965 and the 1974 survey shows a continual rise in voluntarism. The 1965 survey showed 18% of the population participated in voluntarism, compared to 24% in 1974." (10:4) In addition, the figures show that "more volunteers today are working more hours per week. For instance, in the 1965 survey only 54% of volunteers reported that they worked more than 25 hours per year in their chosen fields, while in 1974 a total of 63% said they worked more than 25 hours a year." (10:11)

You might also be interested in what statistics tell us about the reasons why volunteers drop out. The choices given to volunteers polled included:

-The project ended

-Got a paying job

-Moved away

-Child no longer in program

-Nothing useful to do

-Poor supervision

The category receiving the greatest number of responses was "the project ended," not a factor, we hope, for any Literacy Volunteers. However, it is a factor for you to consider in your community when other

volunteer projects end, thus freeing prospects who might be available to your program.

A summary of the findings: "The lesson here, for organizations interested in retaining volunteers, is that they are doing a good job on supervision and recognition of volunteers. If they want more volunteers, they could pay special attention to people moving into the community and to those about to complete project assignments." (10:13,14)

Much has been and is being written about voluntarism, and we urge you to read and be aware of what's happening. It has implications for you as a volunteer and as a citizen.

Some quotations from books which we recommend to you for study:

"Volunteers have both the opportunity and the responsibility to become society's value changers if they are utilized effectively. And the grievous problems our communities face today desperately need this kind of positive attention. Never before in our history has citizen input not only been allowed but actually mandated by so many government programs. From Headstart to Revenue Sharing - from mental health to senior programs - from comprehensive health programs to the Community Development Act - community and citizen input is not only requested, but required..." (9:21)

"Yet there are serious counterforces at work making this task of finding and training volunteers more difficult. The Womens Liberation movement has taken national stands against service volunteering for women (although they endorse 'change volunteering'). Some labor unions are negotiating to keep the free labor of volunteers out of their jurisdictions (i.e., schools), and societal and ecomonic pressures are enticing more and more women into the paid work force as opposed to the volunteer ranks." (9:21)

"An analysis of the information...indicates that there is more awareness today of the need for volunteers and higher expectations for their performance." (5:21)

"A democratic social system - nation, state, community, organization or group - must depend to a high degree on the volunteered time and energy of its members for its maintenance, stability, growth and development.

"A democratic social system provides the conditions for a personally satisfying, self-actualizing growth opportunity for each individual." (6:5)

"The days of unequal opportunity for volunteering are passing, as are the days of the condescending lady bountiful and the fascinated slum explorer. The trends today are toward the true voluntarism of a democracy, where giving and receiving are reciprocal, where humility arises from genuine caring and respect rather than from concern for the future of one's soul." (6:19)

"I have an even more fundamental disagreement with those who jump too quickly from past abuses to the conclusion that volunteering is counterproductive for women now...Whatever may be its faults to date insofar as woman's status is concerned, everything we know about the future indicates that here a life-style has been pioneered by women which will be right, indeed necessary for women and men in the new society at our doorstep. I see the prospect that, under the stresses and frustrations of the women's revolution, we will kill what may potentially be one of woman's most perceptive and immediately useful contributicns..." (3:28)

"I feel we are currently being treated to a gross misinterpretation of the concept of voluntarism by our own government...It is time to

question the motives behind a policy which leads the administration in Washington to use the public media for emotional appeals urging citizens to play their part in making the wheels of our society go around - appeals deliberately designed to arouse guilt feelings - when, at the same time, funding of the most urgent domestic social welfare programs is drastically cut back..." (3:31)

"I oppose...the ruthless, abstract conclusion often suggested - i.e., that since the patching job volunteers can do may delay the collapse that might force reform, we should cut off the volunteer effort. ...the free choice to inflict avoidable suffering on human beings in order to hasten future change is seldom taken by those who are suffering." (3:32)

These, and many other writings, emphasize the new importance that voluntarism has in our country. At a recent conference for directors of volunteer programs at the University of Colorado, participants were told that volunteers are being taken seriously at last, as evidenced by:

- -The upgrading of leadership. Administrators of volunteer programs can now find courses in volunteer administration in 80 colleges, and certification and degree programs are underway.
- -Attacks on voluntarism, by such organizations as NOW and by labor unions.
- -Courses requiring volunteer services offered in colleges and high schools.
- -Support and encouragement by business and industry of volunteer involvement among employees.

-Emergence of organized support systems for volunteers, such as Voluntary Action Centers, Volunteer Bureaus, and national and state associations.

-Movement toward treating volunteers as employees without pay but with the benefits of paid persons.

-Movement toward regulation of volunteers through legislation.

-Increasing use of stipends and enabling funds for volunteers.

Not all of these evidences are positive, and you, as volunteer and citizen, need to be concerned about those which might work to the detriment of freely-given volunteer service. But you are part of a movement that is on the upswing just now.

In predicting the changes that will come in voluntarism in the 70's, Cynthia Nathan, Staff Advisor on Citizen Participation for HEW said, "Recognition that volunteer programs are not without cost will finally permeate. Recognition will also come that expenditures for volunteer programs purchase what money cannot buy - citizen awareness, citizen concern, and the neighborly knowhow, and the heart, the person caring that has no place in professionalism... No force is great enough to stop the concern of the citizen for his fellow man." (4:42)

We share a concern with you, through LVA's program, and your continued skilled, dedicated help as affiliate leaders is both needed and appreciated.

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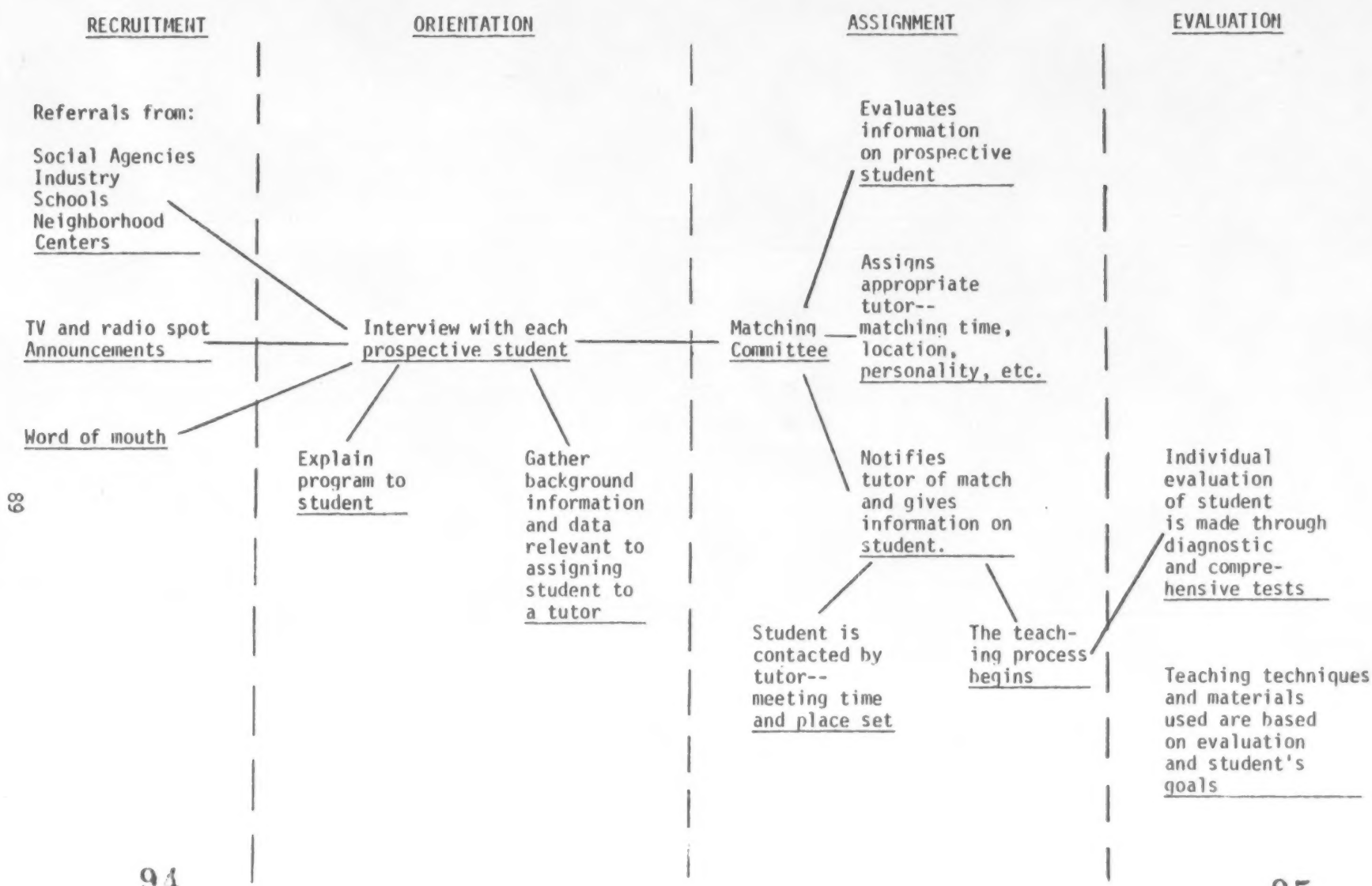
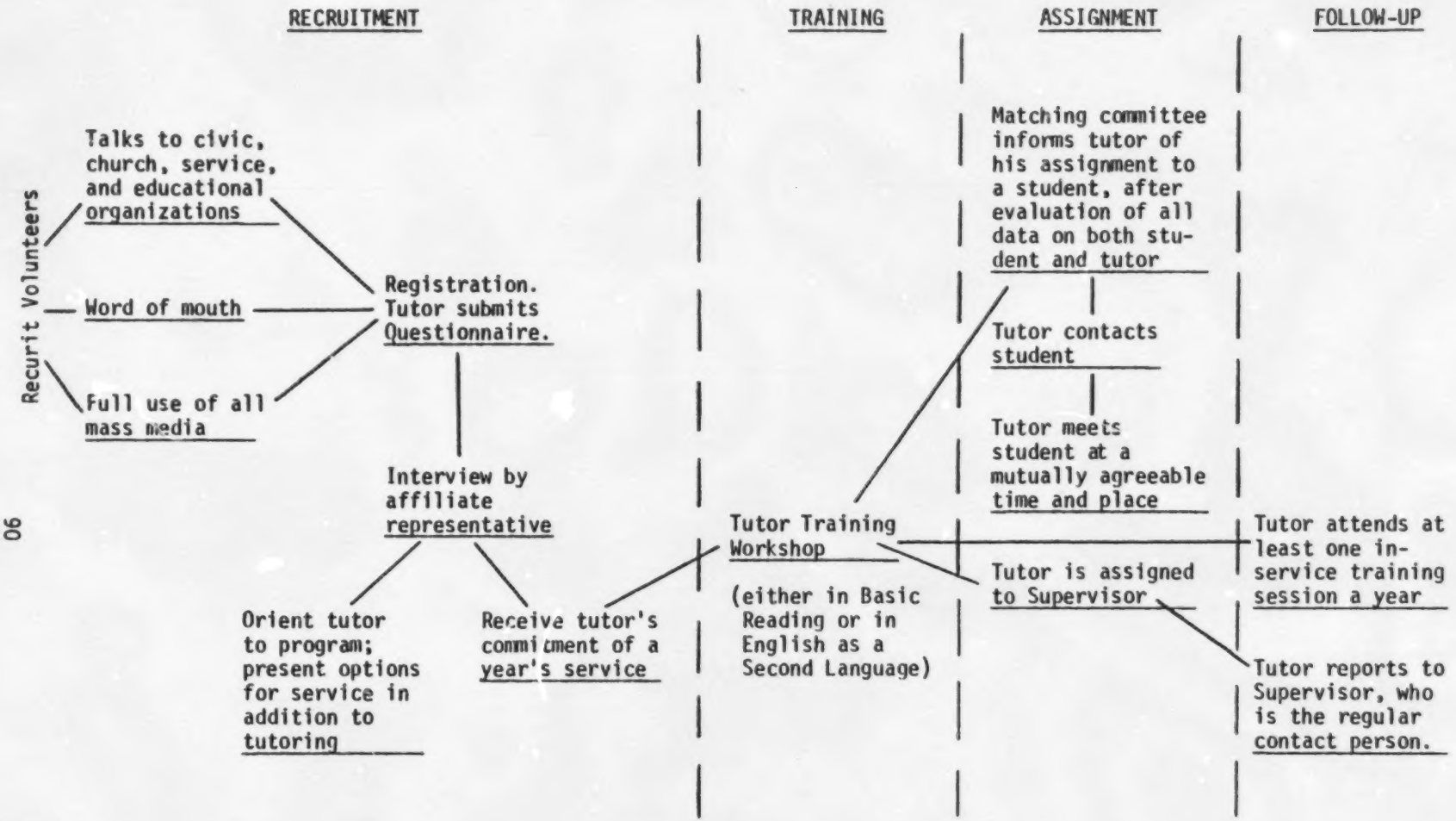
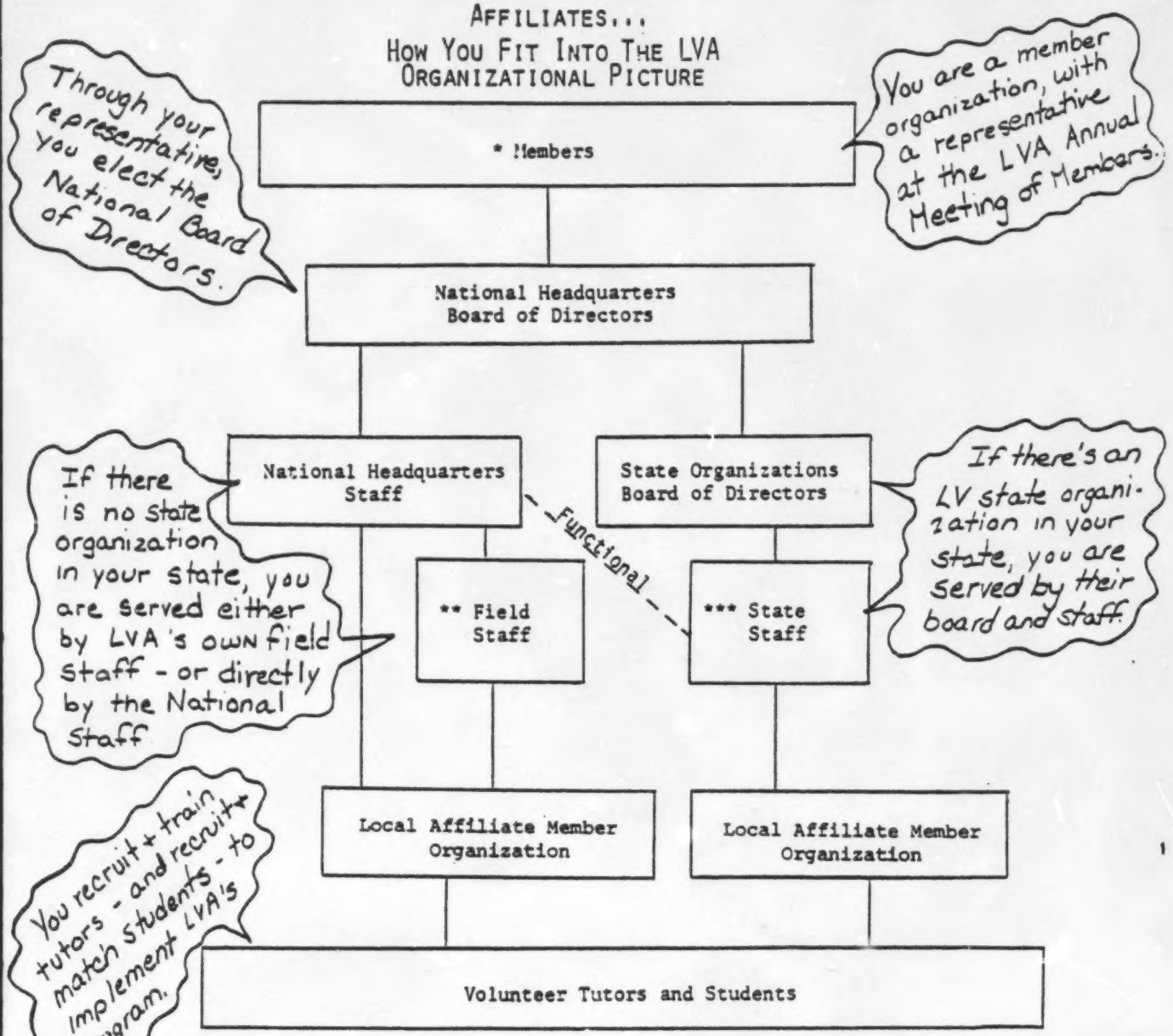
LITERACY VOLUNTEERS OF AMERICA, INC.
FLOW CHART
PROCESSING A STUDENT


RECRUITMENT
ORIENTATION
ASSIGNMENT
EVALUATION
Referrals from:
Social Agencies
Industry
Schools
Neighborhood Centers
TV and radio spot Announcements
Word of mouth
Interview with each prospective student
Explain program to student
Gather background information and data relevant to assigning student to a tutor
Matching Committee
Evaluates information on prospective student
Assigns appropriate tutor--matching time, location, personality, etc.
Notifies tutor of match and gives information on student.
Student is contacted by tutor--meeting time and place set
The teaching process begins
Individual evaluation of student is made through diagnostic and comprehensive tests
Teaching techniques and materials used are based on evaluation and student's goals

LITERACY VOLUNTEERS OF AMERICA, INC.
FLOW CHART
PROCESSING A TUTOR


RECRUITMENT
TRAINING
ASSIGNMENT
FOLLOW-UP
Recurit Volunteers
Talks to civic, church, service, and educational organizations
Word of mouth
Full use of all mass media
Registration. Tutor submits Questionnaire.
Interview by affiliate representative
Orient tutor to program; present options for service in addition to tutoring
Receive tutor's commitment of a year's service
Tutor Training Workshop
(either in Basic Reading or in English as a Second Language)
Matching committee informs tutor of his assignment to a student, after evaluation of all data on both student and tutor
Tutor contacts student
Tutor meets student at a mutually agreeable time and place
Tutor is assigned to Supervisor
Tutor attends at least one in-service training session a year
Tutor reports to Supervisor, who is the regular contact person.

AFFILIATES...
HOW YOU FIT INTO THE LVA ORGANIZATIONAL PICTURE


Through your representative, you elect the National Board of Directors.
You are a member organization, with a representative at the LVA Annual Meeting of Members.
* Members
National Headquarters Board of Directors
If there is no state organization in your state, you are served either by LVA's own field staff - or directly by the National Staff
National Headquarters Staff
State Organizations Board of Directors
If there's an LV state organization in your state, you are served by their board and staff.
Functional
** Field Staff
*** State Staff
You recruit + train tutors - and recruit + match students - to implement LVA's program.
Local Affiliate Member Organization
Local Affiliate Member Organization
Volunteer Tutors and Students

* Members consist of National Board of Directors of LVA and representatives of each local affiliate and state member organization.

** Field Staff are directly responsible to National Headquarters Staff where they are paid to carry out projects directly for the National Headquarters.

*** Where state member organizations exist, the State Staff can be hired, terminated and their salary set by the State Board.

Excerpt from Local Fund Development: A Basic Manual for Volunteer Programs

ON THE WRITING OF PROPOSALS

A mystique has grown up around the writing of proposals, just as around the area of fund development. Proposals need not be difficult to write, need not be complex lengthy documents, need not be approached with trepidation. They are basically a written statement of your organization, its programs, its potentials and its needs.

There may be occasions when a written proposal is needed either to supplement or in lieu of a personal approach. If you're not sure whether a proposal or other written statement is needed, ask. Normally it will not be necessary for an approach to a local businessman or industry executive. It may be necessary for a local foundation or other charitable organization.

Be sure to determine the recipient's preference as to length and detail. Don't sell your organization short, but don't bury the potential donor in piles of paper either.

A common approach to proposal preparation is to identify those questions which need to be answered. Those which follow are typical. They may be answered in as little as 3-5 pages, although occasionally, a longer proposal is needed.

- -- What is the problem at hand?
- -- What is currently being done about the problem?
- -- What should be done?
- -- Who are you, what have you accomplished (emphasizing achievements relevant to the problem at hand; number of volunteers placed might be useful)?
- -- What do you propose to do (including time schedules, budget, personnel)?
- -- What kind of positive change in this community or nation will result?
- -- Why are you more qualified than anyone else to do the job (cite your resources)?
- -- Who supports your proposed efforts to solve the problem?
- -- What are you asking the reader to do (specifically)?
- -- How will the evaluation of your success be done?

It is essential that you are to the point, specifically detailing your needs, the contribution being requested, and how such support will be utilized. Remember, contributions can be both monetary and in-kind (desks, office space, office supplies).

A longer proposal simply takes the basic elements of the shorter version and expands on them, providing more background history of your organization and its accomplishments, and more detailed analysis of why you need support and how it will be utilized. You may want to include more material on where your organization is headed in general, beyond stating how this specific contribution will be utilized. Any internal

reports, external publicity, public relations materials, publications or posters that are relevant may also be included. The goal is to inform the potential donor of all that your organization does and plans to do, emphasizing how it provides service, solves problems and effects positive change.

The following checklist may help you write more concise, effective, and hopefully successful proposals:

Before you write:

Start with a fundable idea.

Plan carefully from the time you decide to write the proposal until you complete the final copy.

Know the exact requirements of the granting agency.

Prepare an outline. Organize your ideas, facts and viewpoints. Make the outline as complete as possible but allow space for additional notations as you go along.

Study your outline. Be certain that you have a logical arrangement. See that you have selected only those points central to the full development of your proposal. Look for places that may be documented with graphs, charts and other illustrations.

Become totally familiar with your material. Know exactly what you want to present and how you want to present it.

When you write:

Write clearly. Say what you want to say in statements that are readily understood. Define unfamiliar terms if necessary.

Use simple, concrete words. Use active verbs that give motion, speed and "excitement" to your writing.

Use words that convey the exact meaning you want to get across. Remember Mark Twain saying, "The difference between the right word and the almost right word is the difference between lightning and lightning bug."

After you write:

Read the first draft of your proposal aloud for sense, sound and repetition of words and phrases.

Cut out all words and phrases that may confuse and bog down the reader.

After you correct the first draft, have others read it. Choose people who are honest, objective and know something about writing. Make certain that all statements are clear to these readers, that there are no flaws in the organization of your material.

Examine the final draft for punctuation, spelling and consistency in construction.

Avoid too many footnotes.

Present the granting agency a neat, tidy copy of your proposal.

Type it on good quality paper; do not send Xerox copies. Make certain the typing is clean and crisp. Always double space and use wide, single margins. (Exception to this rule is ecology--don't waste paper.)

Package well so the proposal will not fall apart or get mangled.

Don't forget to include your supplementary material.

Submit your application as long before the deadline as possible.

After you have submitted your proposal follow up with letters, calls, etc., but don't get pushy. Playing too much politics rarely helps in getting something funded. If you have friends in positions that can help, seek their assistance but don't get obnoxious.

FROM:

The Maine Right to Read Program, Dept. of Educational & Cultural Services

The Maine Library Association

Literacy Volunteers of the Pine Tree State

Adult Basic Education, Division Adult Education, Dept. of Educational & Cultural Services

MAINE UNITES . . . . .

TO HELP YOU READ.

95

103

THE

TO READING

103

WOULD YOU LIKE TO:

LEARN TO READ?

YOU CAN!

WOULD YOU LIKE TO:

LEARN TO READ BETTER
THAN YOU DO NOW?

YOU CAN!

WOULD YOU LIKE TO:

LEARN TO SPEAK AND WRITE
ENGLISH AS A NEW LANGUAGE?

YOU CAN!

FREE INSTRUCTION IS AVAILABLE
TO YOU. . . . .

WOULD YOU LIKE TO BE A TUTOR . . . . .
AND TEACH MAINE PEOPLE HOW
TO READ?

YOU CAN!

TRAINING PROGRAMS ARE AVAILABLE
FOR VOLUNTEER TUTORS.

CALL - - TOLL FREE - - ANY TIME - -
1 - 800 - 452 - 4648

CONTACT:

THE RIGHT TO READ INFORMATION CENTER,
101 Water Street, Waterville, Maine

CALL - - TOLL FREE - - ANY TIME - -
1 - 800 - 452 - 4648

FOR HELP IN READING

Call

THE RIGHT TO READ INFORMATION CENTER

TOLL FREE - - ANY TIME - -

1 - 800 - 452 - 4648

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TO VOLUNTEER AS A TUTOR,

Call

THE RIGHT TO READ INFORMATION CENTER

CALL - - TOLL FREE - - ANY TIME - -
1 - 800 - 452 - 4648

LITERACY VOLUNTEERS OF AMERICA, INC. (LVA)

Glossary of terms commonly used in LVA programs and publications

A. Membership organizations
   1. Affiliate member - local volunteer basic reading and/or English as a second language tutorial program for adults and teenagers. May be organized, managed and staffed completely by volunteers or operated by another agency or corporation as a not for profit component of its total program. Leadership has received LVA training, and the unit operates under LVA policies and requirements and is accountable to LVA.
   2. Provisional affiliate member - status designation given to an affiliate during its first year, before all membership requirements have been fulfilled.
   3. State member - state (or large urban area) organization of viable affiliate members, joined together under a governing body responsible for coordinating and servicing the existing local units and establishing additional programs within the geographical area. Raises its own funds, and selects and supervises staff.

B. Training programs
   1. Tutor training
      a. Basic Reading Tutor Training Workshop (BRW) - detailed pre-service training for tutors of adults who read below the 5th grade level.
      b. English as a Second Language Tutor Training Workshop (ESL Workshop) detailed pre-service training in the conversational English approach for tutors of non-English speaking adult students.
   2. Workshop Leaders Training (WLT) - training for a potential leader of either of LVA's tutor training workshops in how to plan, conduct and evaluate the workshops.
   3. Organizational Management Training (OMT)- training for affiliate and associate leaders (other than tutors) in organizational structure, management, and program operation.
   4. In-service training - supplementary training given at affiliate, state or national levels to either tutors, organizational leaders, or board members, to address specific needs or situations.

C. Contract training
   1. Contract workshop - LVA tutor training (either BRW or ESL)given by an affiliate, state member, or the national organization to a client group that does not intend to form a member organization.
   2. Technical assistance - LVA's tutor training, workshop leaders training and organizational management training given to a client under a contractual agreement. Client has the option to purchase the LVA tutor training workshop set after completion of the technical assistance workshop.

D. Materials & Publications
   1. Promotional slide talk - a 10 minute presentation on LVA's program made available to all member organizations.
   2. Workshop overview - brief slide presentations summarizing the techniques taught in each of LVA's tutor training workshops.

3. TUTOR - the text-book for LVA's Basic Reading Tutor Training Workshop
4. I Speak English - the text-book for LVA's ESL Tutor Training Workshop
5. READ - LVA's diagnostic testing instrument used with students in the basic reading program.
6. Bibliography -an annotated listing of tutor and adult student material
7. LVA Handbooks - specific helps for leaders in LVA's member organizations detailing the how to's of organization, training and program promotion.
    a. Organizational Management Handbook
    b. Workshop Leaders Handbook
    c. Community Relations Handbook
8. The Affiliate - LVA's newsletter, distributed to three times a year to all member organizations, and to a general mailing list.

E. Program terms
1. Sub-programs - a delivery system for LVA's services carried on by an affiliate to students within a given structure, such as: public school, adult basic education class, correctional facility, hospital, or within a business or industry.
2. R&D - research and development, applied to LVA's committee responsible for the development of all LVA training materials and publications.
3. Sponsor - in LVA, a business, or church, civic, or social organization which formally supports a local affiliate to either a limited or very large degree.
4. State Coordinator -the top paid staff member of a newly evolving state organization, paid by and responsible to LVA, Inc.
5. State Director - the top paid staff member of a state member organization, paid by and responsible to the state board of directors.
6. Annual Program Report - report detailing program statistics submitted by each affiliate and associate chairperson to either the state director or directly to LVA, Inc.

F. Additional terms
1. ABE - adult basic education, generally a division within the Continuing Education Department of state education departments.
2. GED - general education diploma, or general education development, also termed "high school equivalancy."
3. USOE - The United States Office of Education, a part of HEW, in Washington, D.C.
4. HEW - The Department of Health, Education, and Welfare
5. LEAA - Law Enforcement Assistance Administration, established by the U.S. Congress to channel funds to states for improving their law enforcement capabilities.
6. ACTION - the agency established by the president in 1971 to administer federal volunteer programs at home and overseas. It includes such programs as: Foster Grandparent Programs (FGP), Retired Senior Volunteer Program (RSVP), University Year for Action (UYA), Volunteers in Service to America (VISTA) and the Peace Corps.

6. Right To Read (R2R) - a coordinated national program in the U.S. Office of Education promoting the involvement of both the public and private sectors in developing and improving the literacy skills of all citizens. R2R publicizes the problem of illiteracy in the nation, identifies and encourages existing resources and initiates effective new programs.
7. CETA - Comprehensive Employment Training Act - provides federal funds, administered through local governments, to pay salaries for persons employed by government and non-profit agencies.